

Thorne Manor Day Nursery

Unique reference number (URN): EY456627

Address: Thorne Manor, Holsworthy, Devon, EX22 7JD

Type: Childcare on non-domestic premises

Registered with Ofsted: 21/12/2012

Registers: EYR, CCR, VCR

Registered person: Thorne Manor Day Nursery (Holsworthy) Limited

Inspection report: 20 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding. This puts children at significant risk of harm. Leaders have not followed their policy and procedures to contact other professionals involved in the care of children at the earliest opportunity. This impacts on children's safety and wellbeing. Management of safer recruitment, support and monitoring of staff is effective and monitored. Parents access regular updates through the electronic communication channel to support them with areas, such as online safety. Staff know how to recognise abuse and what to do if they have a concern about a child, including who they need to speak with. There are systems in place to monitor any safeguarding concerns that staff identify.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Babies are developing appropriate knowledge and skills in the prime areas of learning. All children, including those who may be disadvantaged or known to social care, make good progress in their physical development. For example, practitioners provide opportunities for babies to develop their strength by encouraging them to pull up to stand, using low-level furniture and equipment.

Children learn about safety, risk and the wider world through play and exploration of their environment. Staff skilfully respond to children's play and actions to build on what they know and extend their ideas.

Children are typically achieving well from their starting points. Leaders and staff carefully adapt teaching for disadvantaged children and those with special educational needs and/or disabilities. Calming areas are available when children need this to help them settle. Adaptations and adjustments are made for children who need this to support their learning and development. This enables children to feel safe, progress in their learning and have a sense of belonging. For example, quieter spaces are provided for children who start to feel overwhelmed or need more individual time with their learning.

Behaviour, attitudes and establishing routines

Expected standard

Children are eager to explore and play with their friends. There is a positive and interactive environment with a range of exciting activities that are matched to children's age and stage of development. Leaders promote good attendance and punctuality to enable children to consistently build on their learning and skills. Routines are well established.

Staff frequently praise children's positive behaviours. They comment on how well children are playing or supporting their friends. Children engage in activities to promote all areas of learning with a focus on listening and attention skills. For example, children play sound games with staff, who support them to focus their attention by making activities fun and interactive.

Staff recognise the importance of developing children's personal, social and emotional skills. Children are supported to play collaboratively. Staff notice when children make positive choices, they tell them what they like about how they are playing or supporting others.

Children learn quickly how to manage their feelings and who to go to if they need support and reassurance.

Children play well together and are able to take turns and be considerate to others. They take responsibility for keeping others safe. For example, children point out the boundaries of the forest area and why you should not go past these. They tell others which bridge to go over and how one bridge is slippery.

Curriculum and teaching

Expected standard 

Leaders ensure quality in the curriculum they provide. Staff understand how to design the curriculum based on prior learning and interests. They understand how to sequence and adapt learning to build on what all children know and can do. Children's physical development is a strength of this nursery. It is prioritised from the earliest age; staff understand the steps in their learning to help build their physical strength and skills.

Children have opportunities to develop their independence skills and quickly build in confidence to explore and be curious away from their key person. For example, young babies crawl and pull themselves up to explore some sensory resources. Babies and young children are well supported by their key person, who supports them to be social. They remain close by and available for reassurance.

Interactions in the baby room and toddler room place a strong focus on early communication skills. Listening and attention skills are a focus as the children move through the nursery rooms. Staff skilfully support children to build their vocabulary and extend their understanding of letters and sounds through playful activities. Children engage in story time and recall what might happen next. This builds well on what children already know and can do, helping them to develop their love of stories even further.

Children's mathematics is carefully planned through child-led play and explicit teaching. Staff understand the importance of children having access to a range of experiences, including number, sequences, space, measure and time. Children use mathematical language in their play. For example, at the forest school children collect leaves discuss their size and shape and count how many fit on their page.

Inclusion

Expected standard 

Leaders and staff have created an inclusive culture, where all children are supported to build positive relationships with staff and celebrate their unique personalities.

Leaders and parents discuss how best to spend additional funding that children receive to support their next steps and progress. For example, purchasing additional books, multi-cultural resources and providing additional, rich learning experiences, such as forest school and visits to the farm next door.

Parents have a good understanding of how targeted support plans are helping their children to progress in their development. Planning meetings take place regularly with staff, parents and outside agencies to ensure consistent interventions.

Staff receive help from leaders to support children and particularly those that face barriers to their learning. Those who are disadvantaged with special educational needs and/or disabilities (SEND) have their needs identified and met to enable them to make progress. Appropriate liaison with education professionals enables timely interventions for these children.

Children with SEND are well supported. Staff access a range of support to extend their knowledge and expertise for their role to best support children with gaps in their learning and development. Staff are trained to understand how to build on children's learning, review and make necessary adaptations.

Needs attention

Children's welfare and well-being

Needs attention 

Leaders do not follow their policy and procedures to gather relevant information about children when they start attending the setting. As a result, leaders and staff do not have a full understanding of children's needs and experiences to help keep them safe and support their wellbeing. This does not prioritise children's welfare.

Children separate well from parents when they arrive. They show they are very settled and are excited to start their day. Parents report that children are eager to attend. Staff respond positively to children, who build warm attachments with them. Children learn how to recognise and manage their emotions as staff identify and express how children might be feeling and help them find solutions.

Leaders and staff ensure care routines meet children's needs. For example, staff follow the same processes parents have set at home. Daily communications provide parents with information about their child's experiences. Leaders and staff support parents with advice, when needed, including toilet training and weaning. Children learn appropriate health and hygiene routines, when getting ready for food and when using the toilet. Staff have a good understanding of safe sleep practices and regularly check on sleeping children.

Urgent improvement

Leadership and governance

Urgent improvement 

Leaders do not follow their safeguarding policies or procedures. They do not work collaboratively with external safeguarding agencies to promote children's welfare. This means they do not have all the information they need to ensure they are alert to any possible issues of concern relating to children in their care.

Staff benefit from regular supervision meetings, which focus on wellbeing and provide opportunities to discuss key children and any concerns. Staff feel very well supported by leaders and enjoy the work they do with the children. Staff have many opportunities for

training and qualifications, which help them to support children's learning. These are valued and positively impact curriculum quality and children's achievements.

Leaders work in partnership with parents to carefully plan transitions to school, enabling children to settle quickly. Leaders have ambitious plans for the nursery to enhance children's learning and experiences. The splitting of the younger age range into 3 groups enables more focused support for children's stages of development. Children who are learning to walk independently have more space and specific equipment to strengthen their core muscles. Younger babies have more sensory experiences. Leaders have further plans to support children's physical development by creating areas for wheeled toys to develop and build leg strength, confidence and independence.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Leaders do not follow their safeguarding policy or collaborate with external professionals to gather information to support children who may be at risk of harm. This means that leaders and staff do not have a full understanding of children's needs and experiences to keep them safe and support their wellbeing.

Leaders and staff plan a broad and ambitious curriculum that takes account of children's prior learning, interests and achievements. All children, including those that are disadvantaged, those with special educational needs and/or disabilities and those known or previously known to social care, access rich learning experiences with an emphasis on outside learning in nature. Forest school and access to the nearby farm extend learning and widen children's understanding of the world. They build hedgehog boxes and experience wildlife, such as deer, rabbits and birds in their habitat, building curiosity and new vocabulary.

Key persons tend to the children's individual care needs sensitively. All children, including new babies, settle very quickly and feel emotionally secure. This leads to a sense of belonging. Children arrive happily and are greeted warmly by kind and caring staff, who value their uniqueness and enable them to flourish. Regular attendance is promoted. Children make good progress from their starting points and are prepared well for their next steps in learning and transitions to the next room or school.

Toddlers develop a love of books and rhymes during their daily routines. Staff share stories and encourage children to anticipate and predict what might happen next. Activities, such as blowing to make bubbles with straws and paint, build muscle strength that enables children to improve their speech.

Next steps

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following actions by the assigned date:

Action	Completion Date
ensure leaders work collaboratively with external agencies in line with their safeguarding policy to gather information to support the welfare of children	27/11/2025
ensure policies and procedures promote all children's welfare and well-being and are fully implemented	27/11/2025

About this inspection

A quality assurance visit by an additional inspector was carried out at this inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage. The inspector spoke with leaders, staff and parents during the inspection.

Inspector:

Dilys Vincent

About this setting

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Address:

Thorne Manor
Holsworthy
Devon
EX22 7JD

Type: Childcare on non-domestic premises

Registration date: 21/12/2012

Registered person: Thorne Manor Day Nursery (Holsworthy) Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Devon

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 20 November 2025

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

83

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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