

Inspection of Wiggles Day Nursery

Wadebridge School, Gonvena Hill, WADEBRIDGE, Cornwall PL27 6BU

Inspection date: 15 May 2025

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff at this friendly nursery. They develop good friendships with other children and enjoy making up games together. Staff support children to deepen their understanding of the world around them as they play. They set up interesting areas for the children to explore and skilfully question children as they do so. Children are inquisitive and keen to learn. For example, staff show them how to collect minibeasts from under logs and carefully put them in boxes. They support them to use magnifying glasses correctly to identify the different insects and help them to extend their vocabulary by learning the correct names. Staff refer well to children's prior learning and provide a good level of challenge in their discussions.

Staff ensure the nursery environment is inclusive for all children and provide them with high-quality learning experiences. For instance, staff help to promote a love of books as they read to children under the willow trees in the outdoor area. Children listen carefully for extended periods as they sit on blankets. Staff use questioning well to deepen children's understanding of the story and make predictions about what will happen next to support their literacy skills.

What does the early years setting do well and what does it need to do better?

- Leaders have put in place a rich and varied curriculum that builds on what children already know and need to learn next. They ensure staff identify children's starting points on entry and record this as part of an 'early years passport'. This enables them to carefully track children's progress and plan their next steps accordingly. For example, staff encourage children to take part in fun 'wake and shake' activities, where they learn to move their bodies in different ways while singing songs, supporting their physical skills effectively.
- Staff work well in partnership with other professionals. They recognise when children may require additional support and make swift referrals to the appropriate agencies to ensure children receive early help. They undertake regular training to provide children with tailored support, such as supporting children with their listening, understanding and communication skills.
- Staff identify when children find it difficult to join in activities. However, they do not always intervene quickly enough to support less-confident children to join in and engage with others. At these times, children can be left to wander or to sit on their own without interaction with others.
- Staff develop warm and trusting relationships with children. They provide a bespoke settling-in process for new starters and take the time to get to know children well. For example, staff are highly responsive to babies needs, and they care for them well, such as, by providing them with cuddles for reassurance when needed.

- Children are keen to be helpful. They respond very well to established routines, including pouring their drinks at snack times and putting toys away before lunch. However, sometimes, staff complete simple tasks for older children that they could do for themselves, such as putting their hats on, which limits their independence.
- Staff support children to manage transitions well. They consider times in the day that children might find difficult and put routines in place to support this. For example, they use a visual timer to help children count down to tidy up-time before lunch. They also ensure children are well prepared for bigger changes, including starting school. Staff implement strategies to help children feel confident, such as reading books about starting school and meeting their new teachers in the nursery.
- Leaders have a good understanding of the effectiveness of the nursery. They regularly audit their provision and make changes where necessary. For example, they have worked alongside their local early years advisory team to reorganise both the indoor and outdoor provision to make it more appealing to children and to encourage them to access a greater range of resources to benefit their learning.
- Parents appreciate the good level of support their children receive in the nursery. Staff communicate well with parents and provide them with regular updates on their children's progress and next steps. They welcome children's families into the setting at regular points to celebrate special times with their children, such as to take part in sports day in the summer.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children to join in and engage with others during play to further develop their social skills
- encourage children to carry out tasks for themselves to enable them to become more independent.

Setting details

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| Unique reference number | EY435143 |
| Local authority | Cornwall |
| Inspection number | 10398376 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 30 |
| Number of children on roll | 37 |
| Name of registered person | Wiggles Day Nursery Committee |
| Registered person unique reference number | RP531032 |
| Telephone number | 01208 812881 |
| Date of previous inspection | 17 October 2019 |

Information about this early years setting

Wiggles Day Nursery registered in 2011 and is managed by a committee. It operates from two rooms in Wadebridge School, Cornwall. The provision is open each weekday from 8am to 5.30pm, term time only. There are five members of staff. Of these, two hold a relevant qualification at level 6 and three hold a childcare qualification at level 3. The nursery offers government funded places.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation in the baby room.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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