

# Inspection of an outstanding school: Truro Nursery School

Higher Trehaverne, Truro, Cornwall TR1 3RJ

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Inspection date: 18 April 2023

## **Outcome**

Truro Nursery School continues to be an outstanding school.

## **What is it like to attend this school?**

Children at Truro Nursery School get off to a flying start. They quickly build strong relationships with staff and with their peers. All children receive high levels of nurture from caring staff. As soon as they start school, they learn the key routines that allow them to develop in confidence, resilience and independence. As a result, children are highly motivated learners who are happy to come to nursery. They are exceptionally well prepared for their next steps.

Children's behaviour is exemplary. They use their 'gentle hands' when playing with others. Children display high levels of respect and awareness towards their peers. For some children who need additional support to communicate, there are effective strategies in place to help them to manage their feelings and emotions safely.

Children have regular opportunities to enhance their learning. For example, they use real tools safely when solving problems or building structures in the woodwork area. Children visit their local area to develop an understanding of the world around them. The visits to the postbox, church and farm bring learning to life for them.

## **What does the school do well and what does it need to do better?**

The education children receive is exceptional. Leaders have designed a highly effective curriculum for all areas of learning. They have diligently considered the important knowledge and skills for children to learn. Staff deliberately plan and introduce key vocabulary to extend children's learning further. They expertly support children to describe their experiences and explain their understanding. For example, children talked about the words 'seeds', 'petals' and 'life cycle' accurately. The youngest children used their 'floor book' to recall the food that the hungry caterpillar ate.

All children receive the support that they need to be successful. This is because staff use a wide range of information to identify their needs from the outset. Staff use their expertise to carefully craft their daily interactions for children with special educational

needs and/or disabilities (SEND). They adapt the curriculum successfully so that these children achieve well. Parents and carers highlight the fact that children receive the 'utmost individualised care and dedication' and that 'Truro Nursery School is the definition of inclusion'. Through the well-thought-out support that children receive, they thrive and flourish.

Leaders develop children's love of reading. They select books, songs and rhymes that they want everyone to know well. Children use the inviting reading areas, both inside and outside, to share these familiar books with their peers. When they are ready, children begin to learn the sounds that letters make. They practise their early mark making through a range of writing activities.

Staff model positive behaviour towards each other, children and families. They establish meaningful relationships with all stakeholders, but especially children. Staff prioritise developing warm and caring relationships. Key workers are instrumental in understanding the emotional needs of children. This supports children to develop the social skills and curiosity that they need to learn independently, in small groups or as a whole class. They learn from an early age the difference between right and wrong.

The curriculum encourages children to pursue their own interests. They explore a range of religious festivals and important celebrations. Children learn about each other's differences. This helps them to be sensitive to the needs of others and to build their own confidence and self-esteem. Through the curriculum, children understand how to keep themselves healthy. For example, children independently wash their hands before snack time. They put on their coats and wellies for outdoor play unaided. The inspirational outdoor area encourages children to take risks safely. They climb trees and learn important woodland skills.

Leaders use important research and high-quality professional development effectively. All staff have expert knowledge of early childhood development. Staff are very positive about how leaders support their workload and well-being. They feel that they are a 'family team'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are highly vigilant. Staff receive regular training so that they understand the possible risks of harm. They report any concerns swiftly. Leaders act on these concerns quickly to get children and their families the help that they need. They work with a range of external agencies very effectively. Leaders make robust checks when new staff join the school. Governors receive the same high-quality training, which supports them to make regular checks on leaders' work.

Children learn how to keep themselves safe as soon as they start school. Through woodwork and cookery, they learn how to use tools safely. Children also learn about fire safety, road safety and online safety.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in January 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	111790
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227069
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Heffer
<b>Headteacher</b>	Helen Adams
<b>Website</b>	<a href="http://www.truronurseryschool.org.uk">www.truronurseryschool.org.uk</a>
<b>Date of previous inspection</b>	23 February 2017, under section 8 of the Education Act 2005

## Information about this school

- Truro Nursery School is a maintained nursery school. The nursery admits children from the age of two.
- There is a high proportion of children with SEND.
- There is a breakfast and after-school club provision.
- The nursery school does not use any alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the senior teacher and the special educational needs coordinator. The lead inspector met with representatives from the governing body and the local authority.
- Inspectors carried out deep dives in these areas: communication and language, personal, social and emotional development and understanding the world. For each

deep dive, inspectors discussed the curriculum with leaders, visited a sample of nursery sessions, spoke to staff and looked at samples of children's learning.

- The lead inspector spoke with safeguarding leads to discuss the school's procedures for keeping children safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies. The inspectors spoke with staff throughout the inspection.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. Inspectors also considered responses to the staff survey.

### **Inspection team**

Donna Briggs, lead inspector

His Majesty's Inspector

Richard Light

Ofsted Inspector

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