

# Flying Start@Marjon

Inspection report for early years provision

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**Inspection date** 28/11/2011  
**Inspector** Julie Wright

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Flying Start @ Marjon was registered in 2006, and re-registered in 2011. It is owned and managed by Flying Start (S.W.) Limited and it is part of a chain of nine nurseries in Devon and Cornwall. It operates from a separate building on its own site, within the grounds of the College of St. Mark and St. John, part of the University of Plymouth. The setting primarily caters for children of staff and students attending the college. However, it is also open to the wider community. Children use two rooms, which can be partitioned off for the needs of the various groups of children attending, and there is a designated sleep room, a kitchen and toilet facilities. Children have access to a fully enclosed outdoor play area.

The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 55 children, aged from birth to under eight years, all of whom may be in the early years age range, at any one time. There are currently 81 children on roll, 75 of whom are in the early years age range. The setting is in receipt of early education funding for children aged three and four years. It is open five days a week, all year round, from 7.30am to 6pm. There are eleven members of staff, 10 of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have secure knowledge of the Early Years Foundation Stage framework. They provide a safe, stimulating environment in which children learn through play. Most aspects of the assessment arrangements are thorough and children make good progress towards the early learning goals. Staff are generally well deployed with regard to effective supervision of children. They have positive relationships with parents and others, which contributes to children's welfare. Staff reflect on their practice and show a good capacity for ongoing development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the initial information sought from parents to clearly identify children's developmental starting points and capabilities
- review the deployment of staff to provide consistent levels of supervision and support to children's learning.

## **The effectiveness of leadership and management of the early years provision**

Staff implement a comprehensive range of policies and procedures to promote children's health, safety and well-being. These include written risk assessments in order to identify and minimise potential hazards to children. Fire drills are carried out on a regular basis and appropriate records maintained. Premises have secure entry systems and staff keep a record of visitors. Robust vetting and recruitment procedures are in place so that children are cared for by suitable persons. Staff attend safeguarding training and have clear awareness of the Local Safeguarding Children Board procedures. Safeguarding policies and procedures are up-to-date and shared with parents. Records and documentation required for childcare provision are maintained in good order.

Children are mainly cared for in groups according to their age, babies, toddlers and pre-school. Each area has age-appropriate suitable toys and equipment, which are accessible to children. Staff enable children to have 'free-flow' play and to make independent choices in their activities. Resources and activities in the outdoor area are available to promote all areas of learning. Staff work within the required ratios and, in most areas, provide consistent supervision and support to children. However, as children freely move around the size of the group can change. This sometimes results in more limited adult involvement and supervision. Staff have regard for children's health within the daily routines and activities. For example, they provide healthy snacks, meals and readily accessible drinks. They are aware of children's individual needs and requirements and meet these well. Staff promote inclusion, equality and diversity in their practice. They help children to develop positive attitudes and to have respect for others. Behaviour is managed in a positive way and staff act as good role models to children. They have clear boundaries and expectations of behaviour, which contribute to children's safety.

Staff observe, assess and plan for children's individual progress. They seek relevant information when children first attend to help them settle-in. This includes children's routines and preferences, although it does not clearly identify current stage of development. Staff share development records with parents and seek contributions from home. For example, parents inform staff of children's achievements and special events. Regular discussions and meetings contribute to effective communication between parents and staff. Daily diaries are used to record the routines and activities of younger children. Parents provide positive feedback at inspection and are very happy with the care, activities and their children's progress. Staff work in partnership with others to support children's development. Effective transitional arrangements are in place to help children feel confident and prepare for school. Staff liaise with other providers when children attend more than one setting, to promote complementary care. There is an ongoing training programme for staff and they continue to update their knowledge and awareness. They review their policies, planning and provision of activities to reflect on their effectiveness. Staff take part in a quality assurance scheme and have a clear self-evaluation procedure. They have addressed previous inspection recommendations and also developed the outdoor play provision.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy in the nursery and enjoy the activities available. They feel secure as they form warm relationships with staff and each other. Children develop independent skills and make good progress in their social and emotional development. There is an effective key person system and babies are nurtured by staff. They benefit from close attention to their individual needs. For example, staff have good awareness of babies' personal routines. Consequently, babies are content and feel secure in the care of familiar adults. They take notice of their surroundings, smiling and babbling in response to things they see. Resources are carefully set out for crawling babies to discover, which include a variety of materials. At mealtimes babies sit together with staff and show pleasure as they learn to feed themselves. Staff introduce signing with younger children to help communication, for instance, to say please and thank- you. Babies happily settle in their cots when it is time for a sleep. Cots and bedding are labelled to prevent the risk of cross-infection for babies. Staff conscientiously record information for parents about babies' routines.

Toddlers play well and show their developing understanding in sharing and taking turns. They enjoy a game of skittles with a member of staff and laugh as they knock them down. Children move around with confidence as they explore and choose what to play with. Staff respond to children's ideas and interests to promote learning. For example, toddlers find a toy tea-set in a basket and eagerly gather favourite bears when an adult suggests a 'Teddy Bears Picnic'. Toddlers carefully place the bears in a circle and play imaginatively. Books are readily accessible and popular with children. They choose favoured stories and snuggle closely to staff as they get ready to look, listen and join in. Children in all areas also enjoy singing, music and action rhymes.

Children follow good hygiene routines and learn about self-care. For example, they use their own toothbrushes after lunch to clean their teeth. They make decisions about suitable clothing as they collect coats, boots and waterproofs for outdoor play. Children understand simple rules which help to keep them safe. For example, they know that only four children can be in the soft play area at a time. Outings provide opportunities for children to learn about being safe outside. They go on walks around the local area and follow staff instructions. Children behave well and play cooperatively, because they learn about consequences and responsibilities during activities. A variety of activities and resources reflect diversity, to help children understand about similarities and difference. They become aware of different languages, for instance, they learn some Spanish words. Children benefit from fresh air and exercise in frequent outdoor play opportunities. They eagerly run around and find different things to play with. Children dig in the soil and learn how things grow. Staff have attended 'Forest School' training and have introduced related activities to extend outdoor learning. Children are confident communicators and express their needs well. They use descriptive language in play and show their understanding of everyday technology. For instance, they talk about being careful as they play with a toy iron because 'it is hot'. Children take interest in the age-

appropriate computer programmes, using the mouse and keyboard with competence. They develop good concentration skills as they focus on their activity.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met