

Keystone Nursery - Morice Town

Charlotte Street, Plymouth, PL2 1RJ



Inspection date	9 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff interact positively with the children, promoting learning in all areas of the curriculum well. Children are happy, and make good progress from their starting points.
- The manager monitors children's development very effectively and uses this information successfully to address any gaps in their learning.
- Partnerships with outside agencies and other professionals are strong. Children receive prompt and effective support when necessary, so they can make the most of the activities on offer.
- The manager involves staff well to help improve the organisation and quality of the provision. They use self-evaluation securely to identify areas for development to target and improve the service they provide for families.
- Staff form caring relationships with children and ensure that children understand the routines of the day. Children develop a sense of belonging, which supports their social and emotional development well.

It is not yet outstanding because:

- There are fewer opportunities for children to find out about other cultures and the wider world.
- Overall, staff receive good support from the manager in their professional development. However, systems are not fully successful to strengthen staff's teaching skills even further.

What the setting needs to do to improve further

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

- extend opportunities for children to find out about other cultures and the wider world
- encourage opportunities for staff to share their skills and good practice to help develop their teaching skills even further.

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector sampled a range of documentation including staff suitability and children's assessment records.
- The inspector spoke to parents, staff and children at appropriate times of the day.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team works well with staff to implement effective policies and procedures, including child protection, to keep children safe and secure, and protect them from harm. Staff support parents well and they work together effectively to provide good consistency in children's care and learning. The manager ensures staff have a firm understanding of children's levels of development to plan effectively for the next steps in learning. Staff are very responsive to children's interests and individual needs, supporting their learning and development well. Staff are enthusiastic about keeping their skills and knowledge up to date. For example, after training they have provided more resources to help children explore and use their senses, encouraging children's curiosity. Staff's good relationship with other providers and schools has a positive impact on children's learning and development.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn during play and skilfully encourage them to explore and solve problems during activities. They help children to make good progress in their communication and language development, for example, when singing familiar songs together. Staff make the most of opportunities to encourage counting, noticing shapes and comparing sizes. There are plenty of opportunities for children to be creative. Staff give praise and encouragement, successfully supporting children's self-esteem.

Personal development, behaviour and welfare are good

Staff gather detailed information about children from parents when they first start, helping them to get to know their key children well, which helps children to settle quickly. Staff successfully encourage children to share and cooperate with each other, and children behave well. They begin to respect each other's views, for example, as staff support them to listen carefully to each other and talk about their experiences during group times. Children develop a good understanding of the importance of healthy lifestyles. They enjoy helping themselves to healthy snacks and being physically active. Staff effectively encourage children to follow good hygiene routines and to be independent, for example, by putting on their own coats in preparation for going outside.

Outcomes for children are good

Children develop the key skills necessary for starting school. They enjoy taking part in activities and are motivated to learn. Children develop a good understanding of mathematical concepts and vocabulary. They become confident and independent in preparation for their future learning. Older children enjoy sharing books and are captivated and excited to re-tell the story, developing their literacy skills well.

Setting details

Unique reference number	EY477865
Local authority	Plymouth
Inspection number	979232
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	65
Number of children on roll	63
Name of provider	KCP Keystone CIC
Date of previous inspection	Not applicable
Telephone number	01752 561602

Keystone Nursery re-registered in 2014. It operates from Morice Town in Plymouth. The nursery operates from 8am to 6pm on weekdays for 50 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. There are 10 members of staff, eight of whom hold an early years qualification at level 3, and one has a qualification at level 2. The manager holds a foundation degree.

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