

Inspection date

27 April 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 use their observations of children's learning to plan a range of challenging activities that interest each child. Children make good progress and develop the skills they need for school.
- Parents are well informed about their children's progress and planning. The partnership with parents and other agencies helps staff to build on what children learn elsewhere.
- Children benefit from daily access to the well-resourced outdoor play area. They have lots of opportunities to develop their physical skills as they climb and balance using a range of equipment.
- Children's behaviour is good. Staff regularly praise and encourage children's efforts and achievements. For instance, after a few jumps, staff encourage children to jump off a tyre without holding their hand. Children develop good levels of confidence and a sense of achievement.
- The manager and staff reflect on the quality of the provision well and gather the views of parents to make ongoing improvements for the benefit of the children.

It is not yet outstanding because:

- Staff sometimes miss opportunities to extend children's learning as they play.
- Occasionally, the organisation of group time in the toddler room is not considered well enough to meet the needs of children who have just recently transferred from the baby room.

What the setting needs to do to improve further

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

- extend children's learning more effectively as they play independently
- review group activities in the toddler room to consistently provide a good level of support for those who have moved from the baby room.

Inspection activities

- The inspector observed activities with staff and children, indoors and outdoors.
- The inspector held discussions with the manager and staff.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector viewed a range of documentation including children's and staff's records, accident and incident records, the safeguarding policy, development records, planning and action plans.

Inspector

Sara Frost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff regularly update their training and know what to do if they have concerns about a child's welfare and the procedures to protect them from harm. The manager monitors staff's suitability and the quality of their practice effectively. The manager monitors children's progress well to identify and close gaps in their learning and to check the effectiveness of the educational programme. Recent training has increased staff's awareness of how to support children in their play.

Quality of teaching, learning and assessment is good

Staff plan activities for their key children to ensure they meet their needs. They use their knowledge of younger children's preferences and interests to provide activities that children enjoy, encouraging them to explore to develop their physical skills. Older children are curious and keen to learn, and staff generally follow their lead. For example, they support children's interest to explore what happens when they add green water to dry pasta and talk about the differences in texture. Children show enthusiasm and eagerness in discovering which items around the room they think may float or sink. Staff encourage children to share their thoughts and ideas with each other. Children develop good communication and language skills. For example, staff support young children's communication by responding positively to babies' gestures and facial expressions, and by introducing and repeating words.

Personal development, behaviour and welfare are good

Children play in well-organised age-related rooms, where they have space to move safely around to choose resources from a good range. Overall, staff have good settling-in procedures to ensure children are happy and confident when they move to a new room. They ensure that they share information fully to meet children's care needs effectively. For example, staff complete booklets sharing information such as children's favourite playthings, and any medical or dietary needs.

Outcomes for children are good

Children make good progress. They develop early literacy skills. For example, they enjoy activities where they recognise and use words that rhyme. They develop good communication and social skills. Children are confident and motivated to learn. They play well together inventing games. All children develop the skills they need for the next stage of their learning, such as starting school.

Setting details

Unique reference number	EY482014
Local authority	Plymouth
Inspection number	992574
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	83
Number of children on roll	103
Name of provider	University Commercial Services Plymouth Limited
Date of previous inspection	Not applicable
Telephone number	01752 588550

Freshlings Nursery registered in 2014. The nursery operates from the premises of Plymouth University, Plymouth, Devon. The nursery is open each weekday from 8.15am to 5.45pm for 48 weeks a year. The nursery receives funding to provide early education for children aged two, three and four years. There are 26 members of staff working with the children. The majority of staff hold relevant early years qualifications between level 2 and level 6.

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