

Marine Academy Nursery

Marine Academy Plymouth, Trevithick Road, PLYMOUTH PL5 2AF



Inspection date	28 November 2018
Previous inspection date	11 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Management has a strong understanding of the learning and development requirements and is passionate about improving outcomes for children. Its precise self-evaluation system clearly identifies its strengths and areas to develop. For example, it wants to continue providing children with specific learning opportunities that meet their needs and interests.
- Children's behaviour is exemplary. Babies and older children play beautifully together, showing care and concern for each other always. Staff effectively teach children how to manage their feelings and behaviours, and value children as individuals. For example, celebrations of children's achievements help to support their self-esteem wonderfully.
- Partnerships with parents are strong. Staff ensure parents are actively involved in their children's learning and development. For instance, they attend frequent events, such as craft fairs and stay-and-play sessions. Staff encourage parents well to share their skills, for example, to help teach children about different occupations.
- Children have delightful opportunities to look after the on-site school pets, including 'Watson' the academy dog, chickens, rabbits, guinea pigs and a tortoise. This helps children to develop a sense of responsibility and learn how to care for animals.
- Staff have strong links with other professionals, such as the local school. They work collaboratively, moderating children's development levels accurately, to ensure positive outcomes and consistency between the nursery and school.
- At times, staff do not consistently differentiate adult-led activities to enhance children's individual skills and abilities, to help them progress even further.
- Occasionally, staff miss opportunities to use younger children's interests to help them build on their good progress even further.

What the setting needs to do to improve further

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

- develop and differentiate activities to meet children's individual needs more consistently, to help them make further progress
- devise strategies to support younger children's interests further, to help them make the progress of which they are capable.

Inspection activities

- The inspector viewed a range of activities and observed the interactions between staff and children.
- The inspector held an interview with management to discuss a range of information, including safeguarding procedures, staff teaching and the self-evaluation process.
- The inspector spoke to children and sought the views of parents to ascertain their thoughts on the care and education provided.
- The inspector held a number of joint observations with the manager, to assess the quality of staff teaching.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Management and staff have a good understanding of how to protect children from harm. Recruitment procedures and the premises are secure, to ensure children's welfare. Management provides staff with frequent supervisions and training to support their professional development and enhance their teaching skills. For example, staff have improved the outdoor area for children, helping them to access stimulating activities that cover all areas of learning effectively. Management monitors children's progress well. It completes a rigorous system to evaluate the quality of children's learning journeys, observations and assessments to ensure gaps in learning are closing quickly.

Quality of teaching, learning and assessment is good

Staff provide structured teaching activities daily, for example, to help babies develop an understanding of shapes, and letter sounds for older children. All children enjoy learning about the world around them. For instance, they make pictures of walrus and learn about Antarctica. They explore snow dough and find habitat-related animals hidden within rice, supporting their creativity well. Staff make frequent observations of children's development and use this appropriately to support the planning and assessment system. Babies learn how to use technology well, anticipating and creating sounds when they press buttons, helping them to learn how to operate technological toys. Older children develop good skills in using computer software to create pictures, patterns and images successfully.

Personal development, behaviour and welfare are good

Children have good opportunities to develop an awareness of healthy lifestyles. For example, they have daily access to outdoor play and engage in yoga activities indoors. They eat freshly prepared cooked meals and staff provide parents with suitable weaning options, to help gradually introduce healthy solid foods into their babies' diets. Additionally, staff provide strong opportunities to help children learn about where food comes from. For instance, children grow fruit, such as tomatoes and strawberries, and thoroughly enjoy consuming these for their snack. Children display high levels of confidence and self-esteem. Staff support this effectively, such as displaying children's 'wow' certificates and artwork, to help them feel proud of their achievements. Children and staff have formed positive relationships. Staff support their emotional and care needs well.

Outcomes for children are good

Children are inquisitive and exploratory learners who make strong progress from their starting points. Babies learn to babble well, developing their early communication skills well. They learn how to move their bodies to familiar sounds during music and singing sessions successfully. Older children learn how to play hopscotch, balancing on one leg and moving confidently, to support their physical skills well. All children are developing the key skills needed for their next stage of learning and beyond.

Setting details

Unique reference number	EY422062
Local authority	Plymouth
Inspection number	10060503
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	32
Number of children on roll	48
Name of registered person	Marine Academy Plymouth
Registered person unique reference number	RP910819
Date of previous inspection	11 March 2015
Telephone number	01752 213 939 option 3

Marine Academy Nursery registered in 2011 and is situated in St. Budeaux, Plymouth. It operates Monday to Friday from 7.30am to 6pm, all year round. It is in receipt of funding to provide free early education for children aged two and three years. There are seven members of staff managed by the headteacher and deputy headteacher of Marine Academy. Six staff members hold relevant childcare qualifications ranging from level 6 to 3.

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