

Flying Start Nursery - Marjon

Marjon University, Derriford Road, Derriford, PLYMOUTH PL6 8BH



Inspection date	30 January 2019
Previous inspection date	27 August 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is very skilled and knowledgeable and leads her staff well. There is a strong focus on continuous improvement and raising outcomes for children. Reflective practice is a key focus within the staff team who, along with parents and children, contribute to improvement plans.
- All children have excellent opportunities to develop their physical skills. Staff provide a varied range of resources to help children develop their small- and large-muscle skills. Children make good progress.
- Staff consistently praise children's efforts and their positive interactions help children to learn expected levels of behaviour. Children's behaviour is exemplary.
- Strong partnerships with parents promote a shared approach to children's learning. Staff involve parents in supporting their children's learning at home and keep them well informed about children's progress and activities. Parents speak extremely highly of the setting and enjoy being actively involved in their children's learning and development.
- All children benefit from daily outdoor play in the exciting outdoor areas and forest space. Staff guide children's risky play particularly well to help them to learn ways to keep themselves safe and to encourage independence. For example, during forest school activities, older children are supported to consider the risks of their chosen route on an obstacle course.
- Although the manager gives staff regular feedback on their performance and has improved systems for supporting their development, these are not fully embedded and effective in raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- develop further and fully embed support for the professional development of staff, to help raise the quality of practice to an outstanding level.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager and a senior manager at appropriate times throughout the day.
- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Gemma Rolstone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective, the manager and staff have an up-to-date knowledge of how to deal with any child protection concerns and understand how to keep children safe. Parent partnerships are excellent and the staff work hard to engage all parents in their children's learning. For example, they offer parents sessions on a variety of topics, such as physical development and forest school, and make alternative arrangements for parents who cannot attend. The manager successfully monitors educational programmes for children. She tracks individual and groups of children's learning and development to ensure any identified gaps in learning are swiftly closed. The manager has developed strong partnerships with local agencies and schools to meet children's individual needs and their move to school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff interact well with children as they play and explore. Staff encourage older children to investigate and solve problems. For example, they support children to think about what is needed to get their cars to run down the ramp. Children have many opportunities to develop their creativity and imagination. They engage enthusiastically in the hospital role play, confidently deciding how they are going to treat their patient and what bandages they need. Staff observe and assess children's development effectively and use their good knowledge of them to plan a wide range of interesting activities.

Personal development, behaviour and welfare are outstanding

The excellent key-person system ensures staff meet children's physical and emotional needs exceedingly well. Staff are extremely nurturing and respectful of children and support and develop their sense of self. For example, staff ask if they can change babies' nappies and wait patiently for, and respect, their response, giving them time if they are not ready to move from the activity in which they are engaged. Toddlers and older children are very considerate towards each other and all staff are excellent role models. Staff help enrich children's emotional vocabulary by providing activities and discussions that encourage them to talk about and recognise feelings and emotions. The transition arrangements for when children first start, and for moving to a new group, are exceptionally well planned, highly effective and adapted to meet each child's individual needs. This helps support children's resilience and well-being highly successfully.

Outcomes for children are good

Children develop effective skills that prepare them well for their next stage of development and school. Children show a strong sense of belonging and are eager to 'have a go' and take part in activities. They are motivated, active and independent learners, who are developing the skills and attitudes they need for future learning. All children, including those who speak English as an additional language and children with special educational needs and/or disabilities, are making good progress.

Setting details

Unique reference number	EY426171
Local authority	Plymouth
Inspection number	10071816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	59
Number of children on roll	109
Name of registered person	Flying Start Nurseries (SW) Limited
Registered person unique reference number	RP910638
Date of previous inspection	27 August 2015
Telephone number	01752 776460

Flying Start Nursery - Marjon registered in 2011. It is located at the University College of St Mark and St John in Plymouth. It operates from 7.30am to 6pm on weekdays throughout the year, except on bank holidays. The nursery is in receipt of funding for free early education for children aged two, three and four years. There are 23 members of staff, 22 of whom hold appropriate early years qualifications.

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