

| | |
|--------------------------|-----------------|
| Inspection date | 30 January 2019 |
| Previous inspection date | 27 April 2016 |

| 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

- The management team has a very positive approach to supporting children's learning. They work closely with staff to evaluate the setting, seeking the views of children and parents. They use this information to develop focused improvement plans to raise the quality of the provision and improve outcomes for children.
- Staff are well qualified and experienced. They know children very well and talk knowledgeably about their key children. Staff interact positively with children and join in with them as they play, to support their learning effectively.
- Staff show warmth and are caring and affectionate towards children. This helps children to form strong bonds and to feel very comfortable and emotionally secure.
- Staff support parents and work with other professionals exceptionally well to meet the needs of children with special educational needs and/or disabilities. This makes a significant difference in helping all children to develop and achieve to their best potential.
- Partnerships with parents are strong. Staff regularly share detailed information about children's learning with parents and together they plan children's next steps. This helps to provide a consistent approach and supports children's learning, both at nursery and home.
- Staff do not consistently support less confident children to enable them to join in with activities and small group work. This means that these children do not join in with all learning opportunities.
- The management team's monitoring of staff's performance is not embedded to help staff to identify how they can raise the quality of their teaching to the highest level possible.

What the setting needs to do to improve further

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

- develop support for less confident children to enable them to join in with activities and small group work
- develop further the supervision process to focus more precisely on raising the quality of teaching to an even higher level.

Inspection activities

- The inspectors observed staff with children inside and outside.
- The inspectors spoke with staff and management throughout the inspection.
- The inspectors sampled documentation, including policies, children's records and staff supervision records.
- The inspectors carried out joint observations with the nursery manager and team manager.
- The inspectors spoke with parents to gain their views.

Inspectors

Katherine Lamb
Linda Williamson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team ensures staff understand the procedures to follow should they have a concern about a child's welfare. Staff remain vigilant and are confident in identifying child protection issues. The management team has robust safer recruitment procedures in place, which helps to ensure all those who have access to children are suitable. The manager tracks the progress of individuals, as well as groups of children, to help identify possible gaps in their learning and to plan targeted support. This has resulted in all staff recently completing training to better support children's language and communication. Children are now making better progress in this area of learning.

Quality of teaching, learning and assessment is good

Staff make regular and accurate observations of children's learning. They use the information well to plan activities that are matched to children's interests. For example, young children develop their mathematical and language skills as they confidently explore and describe the different textures of shaving foam, ice, sand and water. They become more skilful as they use hand-held tools and resources, refining their physical skills. Older children bring stories to life, such as by pretending to move like different animals. Staff encourage children's communication and language development well. For instance, they model words and provide a running commentary about what children are doing. They ask meaningful questions that encourage children to share their thoughts and ideas.

Personal development, behaviour and welfare are good

Staff use every opportunity to motivate children's independence. They are very good role models and their positive and consistent messages help children to learn to be kind and considerate to others. Children learn the importance of developing a healthy and active lifestyle, for example brushing their teeth. Children benefit from regular opportunities to play outdoors. They show an increasing awareness and confidence as they eagerly explore their environment. They are well supported by staff as they develop their physical ability and take on new challenges. For example, older children climb and balance in the garden and younger children, including babies, dance to music and learn to throw and catch balls.

Outcomes for children are good

All children make good progress. They enjoy opportunities to develop their early literacy skills. For example, they make marks using writing tools, paint, damp sand and foam and they develop good hand-to-eye coordination. Children throughout the nursery enjoy sharing books. They listen attentively to stories and know that print carries meaning. Young children count and confidently use mathematical language in their play. Children are developing the skills needed for the next stage of their learning and for school.

Setting details

| | |
|--|---|
| Unique reference number | EY482014 |
| Local authority | Plymouth |
| Inspection number | 10076292 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 5 |
| Total number of places | 86 |
| Number of children on roll | 109 |
| Name of registered person | University Commercial Services Plymouth Limited |
| Registered person unique reference number | RP534026 |
| Date of previous inspection | 27 April 2016 |
| 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 until 5.45pm for 50 weeks a year. The nursery receives funding to provide early education for children aged two, three and four years. There are 27 members of staff working with the children. Twenty of these staff hold relevant early years qualifications between level 3 and level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

