

Inspection of Get Up & Go Community Nursery

Community Resource Building, 27 Wolseley Close, Ford, Plymouth, Devon PL2 3BY

Inspection date: 18 November 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing and enriching nursery. They make exceptional progress from their starting points and staff celebrate children's uniqueness. Children have an excellent understanding of the world around them. They talk about 'Armistice Day' and how they wear poppies to remember those that served our country. They walk to nearby areas to view the poppy displays and help to plant daffodils with the local council to remember those who have lost their lives to COVID-19. Highly qualified staff create an inspirational curriculum for children based around their interests, needs and personalities. They prioritise communication, language and social skills through a wealth of activities. Children learn to sequence stories and how to work in pairs to achieve a goal during small group times. They then independently demonstrate these skills within a larger group as they play.

Children's behaviour is meticulous. They always demonstrate kindness towards others, such as helping their peers find the missing puzzle piece. Staff teach children to respect one another. Children learn to recognise the similarities and differences between themselves and others. Children demonstrate a highly positive attitude to learning, consistently persevering at tasks until achieved. They then celebrate with staff as they chant, 'I did it, I did it!'.

Due to the COVID-19 pandemic, staff are extremely vigilant in ensuring everyone stays safe. Staff wash children's snack upon entry to the nursery and wipe their water bottles with antibacterial fluid to help reduce the risk of transmission. All staff, parents and visitors wear face masks and rigorous hygiene methods are in place. Staff are also mindful to very closely support children's communication and masks are removed during small group sessions to ensure children fully benefit from the enhanced language opportunities these provide.

What does the early years setting do well and what does it need to do better?

- Staff have built excellent relationships with the local community. The nursery staff have worked exceptionally hard to provide support for all families. The staff liaise with nearby services, mental health workers and the local support agencies, working together to create effective partnerships and strong community spirit.
- The well-being of staff and children is paramount. The manager has obtained a yoga teacher qualification and has put this to excellent use. Children engage in techniques to help promote a positive state of mind as well as enhancing their physical strength and balance. The manager carries out yoga classes for staff once the nursery has closed to boost their physical and mental well-being.
- Younger children problem solve superbly and develop excellent physical skills

and coordination. They work out how to climb onto a balancing beam and walk across it without falling off. Older children enjoy throwing and catching balls. They independently work out that they need to move closer to each other to ensure success in catching it.

- Staff support the needs of all children exceptionally well, including those in receipt of additional funding and those with special educational needs and/or disabilities. Staff work closely with parents and external agencies to ensure children receive prompt support. As a result, all children make excellent progress in their learning and development.
- Children learn about social etiquette. All children spontaneously lower their voices inside and always remain seated during meals. They wait patiently for all their peers before starting their snack. Recent training has been applied regarding the 'sympathetic and parasympathetic nervous system' in the body and they use mealtimes as a 'rest and digest' period. Staff lower the lighting to create a calm environment.
- Parents speak exceptionally highly of the nursery. They state the nursery is 'amazing' and how their children have made 'significant progress' since attending. Parents talk about the ongoing support from staff and how activities sent home strongly promote children's learning and development.
- Staff embed children's learning through activities that capture their curiosity and interest. For instance, children learn how 'Mr Wolf' and the 'Three Pigs' need to look after their oral health. Coupled with innovative resources provided by the local dentist practice, children remember, recall and revisit these experiences as they play.
- The manager and the staff consistently look for ways to make their outstanding nursery even better. They are currently working with the nearby supermarket to raise funds to develop their garden area. At present, children grow and harvest apples from their tree and share these within the community. They plan to extend this by creating a large planting area, growing various fruits and vegetables as well as reducing waste by introducing a composting system.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of high priority. There is a culture of vigilance and care in the nursery and the community. The manager and staff sensitively and promptly report any concerns they may have and work closely with the local support officers to ensure everyone's safety. All staff have a strong understanding of how to identify and protect children from harm. Their extensive knowledge ensures any risks to children's welfare is minimised. Staff help parents to protect their children from the dangers of the internet. For instance, they provide them with information in the nursery newsletter on how to keep children safe online.

Setting details

Unique reference number	117115
Local authority	Plymouth
Inspection number	10126131
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 at time of inspection	2 to 4
Total number of places	34
Number of children on roll	21
Name of registered person	Get Up & Go (Plymouth) Ltd
Registered person unique reference number	RP517732
Telephone number	01752 562083
Date of previous inspection	26 August 2015

Information about this early years setting

Get Up & Go Community Nursery registered in 1997. It operates from within a community resource building in Ford, Plymouth. The nursery opens each weekday from 9am to 3pm, term time only. The nursery employs six staff of whom three hold level 6 early years professional status. One member of staff holds a relevant early years qualification at level 3 and the administrator also holds a relevant administration qualification. The nursery receives funding for the provision of free early years education for children aged two-, three- and four- years.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to parents to gain their views of the nursery and took these into account.
- A range of documentation was looked at including, staff suitability, safeguarding procedures and the validity of paediatric first-aid certificates.
- The inspector spoke to children throughout the day about what they like to do at nursery.

We carried out this inspection 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.

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