

Inspection of Plympton St Maurice Childcare Centre

Plympton Hill, Plympton, Plymouth PL7 1UB

Inspection date: 16 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They arrive keen to engage in the activities within the organised rooms. Children behave very well and they know what is expected of them because staff clearly explain why some behaviour is not safe and how to be kind to others. All children make good progress, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND). Staff support children to be respectful and to have a positive attitude to their learning.

Staff identify the impacts of the COVID-19 pandemic has on children's learning and development and take steps to provide more support. For example, staff recognise some children have missed spending time enjoying exercise outdoors. They have made a change to the routine and this provides toddlers and pre-school children with a lively dance session at the beginning of the morning. The fresh air, fun and laughter help children to have a positive start to their day. In addition, staff are aware that babies have spent limited time away from their parents. Staff understand starting at nursery can cause distress and anxiety to both parent and child. Positive and cheerful staff help babies to gain confidence in their new surroundings and provide parents with reassurance.

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

- Staff are welcoming to children and spend lots of time playing with them. Staff are positive role models and provide children with warm praise for their achievements. As a result, children develop positive self-esteem and strong relationships with the caring staff team.
- Generally, staff know what they want children to learn and take account of children's interests to plan their curriculum. Some staff are not fully confident to implement changes introduced to the statutory framework of the early years foundation stage. However, managers and staff accurately identify the steps they must take to improve their professional development to raise the quality of teaching to a higher level.
- This setting is managed by a group of trustees who are keen to ensure all children learn and develop well and are kept healthy and safe. Trustees acknowledge the need to further build on their own experience and skills so they are able to confidently monitor practice and further increase standards at the setting.
- Some parts of the indoor and outdoor premises and resources are not fit for purpose, hygienic and suitable for children and staff. However, these issues are recognised by trustees and managers, and there is a renovation and redecoration plan in place to improve the environment.
- Children with SEND and those with additional funding receive good support from

caring staff. There are effective partnerships with professionals to provide a consistent approach to meet children's specific needs.

- Staff focus on developing children's communication and language skills. Babies happily listen to songs and show their enjoyment as they start to copy actions. Toddlers enthusiastically join in with familiar rhymes and stories. Staff engage pre-school children in conversations. They model language well and extend children's vocabulary. Staff introduce and make good use of a language programme which uses signs and symbols.
- Generally, partnerships with parents and/or carers is good. Some parents report they do not receive sufficient information about their child's progress or how to further support their child's individual learning at home. However, daily contact books provide details about baby and toddlers care. Staff share information through online systems and at collection times. Managers welcome contact from parents.
- There are good links with the school. Pre-school children receive good support to help them to be ready for the next stage in their learning. School-aged children enjoy fun activities when they attend before and after school and during holidays.
- Children learn the importance of healthy lifestyles. Staff teach them about the importance of oral health and provide nutritious snacks. Outside areas are used well. For example, babies enjoy exploring the natural resources and developing their climbing skills. Toddlers happily learn how to carefully negotiate the wooden obstacle course. Pre-school children are involved and busy with a range of activities which meet their interests and excite them.

Safeguarding

The arrangements for safeguarding are effective.

Following recent safeguarding issues, managers and trustees have worked closely with the local authority to review content and implementation of policies and procedures. Staff are aware of their responsibilities to promote the welfare of children and protect them from harm. Staff complete training to enhance their awareness of signs and symptoms that could indicate a child is at risk. Managers advise staff about correct procedures to follow, should they have any concerns about a child or adult. Staff help children to learn how to keep themselves safe. For example, staff show children how to safely wave their ribbon sticks as they swing and swirl them as they dance.

What does the setting need to do to improve?

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

- embed the support and professional development in place for managers and staff to ensure their subject, pedagogical content and knowledge consistently

builds and develops, to raise the quality of children's learning further

- strengthen the arrangements in place to build trustees' knowledge and understanding of the statutory framework of the early years foundation stage so they are confident to monitor the standards for learning, development and care for children attending the setting
- continue with the renovation and redecoration plans of the indoor and outdoor premises and resources to ensure they are fit for purpose, hygienic and suitable for all children and staff.

Setting details

Unique reference number	EY474376
Local authority	Plymouth
Inspection number	10225413
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 at time of inspection	0 to 8
Total number of places	64
Number of children on roll	44
Name of registered person	Plympton St Maurice Childcare Centre CIO
Registered person unique reference number	RP911583
Telephone number	01752 343085
Date of previous inspection	8 June 2018

Information about this early years setting

Plympton St Maurice Childcare Centre registered in 2014 and is situated in Plympton, Devon. The centre is managed by trustees. It operates from premises next to Plympton St Maurice Primary School. There are 22 staff who work with the children. Of these, the manager has early years professional status, two staff hold degrees, 15 members hold qualifications at level 3, and three hold qualifications at level 2. The centre is open each weekday between 7am and 6pm, for 51 weeks a year. The centre receives early education funding for children aged two, three and four years.

Information about this inspection

Inspectors

Linda Williamson
Sian Bath

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together to look at how staff plan the curriculum to meet children's needs and development.
- The inspectors observed the quality of teaching and carried out joint observations of activities with the manager.
- The inspectors viewed the provision and discussed the safety and suitability of the premises. They talked to staff to discuss how the curriculum is implemented.
- Parents and carers shared their views of the setting with the inspectors.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspectors spoke with the managers and trustees about the leadership and management of the setting.

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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