

# Inspection of Roger's Burrow Day Nursery

Woolcombe Block, HMS Drake, Devonport, Plymouth, Devon PL2 2BG

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Inspection date: 11 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

This unique nursery for naval families provides a nurturing environment, where children feel emotionally secure, safe and happy. The management team prioritise the children's emotional, personal and social development following the isolation of the COVID-19 pandemic. Children embrace the opportunity to now socialise and are eager to greet their friends and immerse themselves in the wide range of activities available. Key persons know the children well and plan an exciting and interactive curriculum based on the children's interests, questions and needs. For example, some children show an interest in dinosaurs. The staff create a dinosaur egg hunt outside. Children search with anticipation around the outside area, planning where they will look next.

Babies and toddlers learn using their senses. They explore the sound of their voices in the sensory room, where technology reacts to children's sounds to make colours and patterns move. Play with lemons, limes and herbs enable the children to smell, touch and manipulate food items while learning new vocabulary, skilfully modelled by their key person. Children show high levels of curiosity. Older children ask questions to find out about the world around them. For example, children play in the role-play vets, asking questions about how they might make the animals feel better.

Children play well together, take turns and are respectful of their friends. Older children teach the younger children how to play a game, build toys from construction and share books together. Parents no longer enter the nursery as they did before the COVID-19 pandemic. They do however, comment on how their children settle quickly and make progress with their confidence and language. As the nursery remained open throughout, many children were able to benefit from small groups and consistent routines.

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

- Staff skilfully teach children mathematical language during play, enabling them to see simple number patterns. For example, when playing a fishing game, staff model counting and adding the numbers on the fish together. Children recognise patterns when adding 'one more' to a given number. They then apply this knowledge by taking 'one away'.
- The manager and key persons' intent for every child, including those with special educational needs and/or disabilities, is successfully implemented. They take time to find out about each child's home routine, interests and needs. Staff plan activities that will actively engage children, built on their interests to enable them to have new experiences.
- All children are excellent communicators both verbally and through the use of

gestures. Staff competently develop the children's skills. For example, adults model how to join the construction pieces together make a 'car'. The children copy and discuss in detail what they need to do next to make the wheels work. Later, the children return to adapt their models without adult support. They then explain and role model to younger children what they have learned.

- Children develop a love of books and will seek out an adult to share their favourite stories. Younger children are eager to share the story alongside. They talk about the characters and what is happening, relating it to their own experiences. Children learn some early literacy skills through play. However, staff are not always ambitious enough to build on children's literacy skills, such as supporting their understanding of rhyme and letter sounds to extend their learning further.
- Staff confirm that they feel well supported by the management team. Leaders monitor the quality of teaching, offering bespoke support and training. Staff feel that reducing their paperwork has enabled more quality time to play and teach the children. Managers and staff are reflective in their observations and planning. As a result, there is a plan to introduce signing and 'letters and sounds' training to enhance the children's experience and understanding.
- Parents praise the key-person system and the positive relationships that have developed to enable their children to feel settled. They appreciate the regular updates about their children's daily experience. However, parents are not always sure of what systems of communication and support are available when they are far away from home with the navy. Additionally, since the COVID-19 pandemic, there has been less opportunities for parents to talk about their child's progress face-to-face and staff have yet to provide extra strategies to enable them to support children's learning more at home.
- Children make good progress from their starting point. Early identification of children who require additional support have rapid intervention that is implemented into daily routines. Staff work well with supporting professionals and liaise regularly with other provisions a child might attend. Staff discuss information about children's learning and progress, as part of the transition on to school.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a good awareness of their responsibilities in keeping children safe. They have a thorough understanding of child protection and who they need to speak to if they have a concern about a child's welfare. All of the staff access safeguarding training, including what to do if they have a concern about a member of staff. Managers have put robust systems in place for the safe recruitment, induction and supervision of staff. Staff attend training in paediatric first aid to enable them to respond to potential emergencies. Children are taught how to keep themselves safe during play activities and routines. For example, they know they can explore sensory items using their hands but not to place them into their mouth to prevent the risk of choking.

## **What does the setting need to do to improve?**

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

- increase opportunities for the development of early literacy skills to enhance children's learning and make the curriculum more ambitious
- enhance systems of communication with parents so that they understand what support is available and how they can support their children's learning at home.

## Setting details

<b>Unique reference number</b>	117150
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10125816
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Pixieland (South West) Limited
<b>Registered person unique reference number</b>	RP911221
<b>Telephone number</b>	01752 555878
<b>Date of previous inspection</b>	15 May 2015

## Information about this early years setting

Roger's Burrow Day Nursery registered in 1995. It operates from a purpose-built building on a naval base in Plymouth and is part of the Pixieland Day Nursery Company. Due to the location of the nursery, it is only able to admit children of personnel working at the naval base. The nursery is open Monday to Friday from 7am to 6pm, for 51 weeks of the year. Nursery education funding is available for children aged two-, three- and four-years-old. There are 15 members of staff employed to work with the children; two of whom hold level 6 qualifications. Additionally, there is one member of staff with a level 4 qualification, four at level 3 and four at level 2. There are four staff currently in training.

## Information about this inspection

**Inspector**  
Dilys Vincent

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to children during their play to gather their views.
- The inspector completed a joint observation with the nursery manager and talked to staff.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector observed the quality of teaching and the impact this has on children's learning and well-being.

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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