

# Inspection of Puffins At Sowton

Heron Road, Sowton Industrial Estate, Exeter, Devon EX2 7FB

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Inspection date: 30 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is outstanding

Children relish exploring and learning independently with the skilled support of the enthusiastic and friendly staff. Staff and children have exceptionally strong bonds, which helps children feel secure at the nursery. Parents describe how much their children love particular members of staff and talk about them at home. Children of all ages love being outdoors and staff ensure that they have ample opportunities to choose where to play. Leaders and staff have planned the outdoor areas carefully to provide exciting learning environments and resources. For example, babies enjoy playing with bubbles and real flowers in the water tray. When it rains, staff respond imaginatively by adding paints to a puddle. Babies excitedly splash in the colourful water. Children behave extremely well. They respond to instructions and listen politely to others.

Staff have the highest expectations for all children. They work extremely closely with parents and carers to ensure that they understand children's starting points. They skilfully identify and plan for what each child needs to do next to make progress. Children, particularly those who need additional help, make notable progress.

The nursery closed during the COVID-19 pandemic, but staff kept in touch with children and families to check on their welfare. Parents still drop their children off at the gate. Staff go the extra mile to ensure that communication is still a priority and that parents are fully involved in their children's learning and the nursery. For example, there is an outdoor lending library at the gate where children and parents can choose from a selection of children's and adult's books.

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

- Staff know children exceptionally well. The process of getting to know them begins with home visits before babies start, which helps the younger children settle in quickly. Staff have an excellent understanding of when children are engrossed in an activity and learning for themselves and when they would benefit from adult support. They do not intervene as children concentrate hard as they work out how to get water out of a large container and then carefully experiment with filling a receptacle. Staff are enthusiastic and encouraging, which motivates children. For example, a member of staff inspires children to take part in an imaginative dinosaur hunt.
- Children have excellent relationships and show great care and respect for one another. For example, they listen patiently as other children act out the stories they have written and clap when they have finished. Older children help those who are unable to reach when they want to add a basket on top of a stack of crates. Children learn about each other's backgrounds as they celebrate and

value days that are special to them. For example, they found out about Poland as they celebrated Fat Thursday.

- Children learn a multitude of independence skills. As babies get older, they learn to drink from an open cup and to use cutlery prior to moving up to the next room. Older children confidently serve themselves and wash up their cups and plates. After eating, children, including those who are only just two, carry their chairs outside and wash them before stacking them.
- Leaders and staff have a deep, shared understanding of what children need to learn. They fully understand the importance of repetition to embed children's learning and skilfully build on what each child already knows. Staff have excellent opportunities for professional development. The company provides varied in-house training, and leaders inspire staff to continue their professional development after they have completed their initial qualifications.
- Partnerships with parents and carers are excellent. Staff share information with them in many different ways to ensure that they keep abreast of their children's development. They also involve parents in their children's learning. For example, parents have helped their children to bring in photos from home to complete their 'This is me' books. Staff have also asked parents for feedback on the supervised toothbrushing project that children have been taking part in.
- Children develop excellent communication skills. They thoroughly enjoy listening to, and joining in with, poetry and rhymes. Older children have written their own poem and entered it into a competition. They love making up stories, using their developing vocabulary. Staff use sign language with babies to help them learn to communicate before they can even speak. Babies learn a new sign every week.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of their shared responsibility for protecting children from harm. Leaders ensure that staff's knowledge of safeguarding is kept up to date through both online and face-to-face training as well as regular discussions at staff and supervision meetings. Staff know children and families well and are alert to any changes that might suggest a child is at risk of harm. They are clear about how to deal with concerns and know how to escalate these outside the company if they feel it is necessary. Staff are skilled at supporting children to learn about risk through their play. For example, children learn the safety rules for having a campfire in the woodland area.

## Setting details

<b>Unique reference number</b>	2516017
<b>Local authority</b>	Devon
<b>Inspection number</b>	10194524
<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 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Puffins of Exeter Ltd
<b>Registered person unique reference number</b>	RP525259
<b>Telephone number</b>	01392 445094
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Puffins At Sowton registered in 2019. It is situated in Sowton, Devon. It opens every weekday from 7.30am to 6pm, throughout the year. The nursery is in receipt of funding for free education sessions for children aged two, three and four. Thirteen staff work with the children. Of these, two have degree-level qualifications, seven have early years qualifications at levels 2 and 3 and four are currently unqualified.

## Information about this inspection

### Inspector

Catherine Sample

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents and carers shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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