

Inspection of Puffins at Clystheath

The Old Chapel, Clystheath, Exeter, Devon EX2 7EY

Inspection date: 9 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children arrive happily. They are confident and settle quickly into the warm and inviting nursery environment. Children display a strong sense of belonging and engage well with the warm and caring staff. They benefit from a broad and varied curriculum, with well-planned activities which motivate them successfully and encourages them to explore and investigate. Whether they are drawing pictures with different media, such as paint and crayons, or exploring sand and water, they play well together. Children's behaviour is good.

Staff know the children well and have high expectations for them. Children are given many opportunities to help them develop skills for future learning. They practise developing their fine-motor skills to help prepare them for school and learn how to hold a pencil in preparation for writing. They develop a wide vocabulary and use their language successfully to negotiate with their peers or express their ideas.

Communication has remained good between the parents and staff throughout the COVID-19 pandemic. This has helped children to feel safe and secure. Although parents do not currently come into the setting, staff greet each family individually at the door and share information with parents verbally and through an app. This helps parents to feel involved in their child's learning.

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

- Babies have strong attachments to their key person and staff. They enjoy exploring their surroundings, competently moving sand from one container to another. They confidently use resources, banging items together to explore different sounds. They investigate how items fit together, including placing pots and pans on their heads to see if they can balance them without falling. Babies smile at one another and babble as they begin to experiment with different sounds and practise their early communication.
- Children are very well supported by staff to become independent. As babies become toddlers they learn to drink from an open cup. Older children thoroughly enjoy and skilfully serve themselves at lunchtime, washing and tidying away afterwards. This prepares them well for their next stage of learning, including starting school.
- Toddlers enthusiastically explore outside. They count from 1 to 3 and join in with 'ready, steady, go' as they slide down the hill. They squeal excitedly to see who will be the first to get to the bottom. They splash in puddles and benefit from fresh air and exercise as they balance on tyres or pretend to drive a car. Although children are changed and cleaned up when they return inside for lunch, staff do not consistently check that all children's personal-care needs are considered during the time when they are playing outside.

- Older children work well together and solve problems as they use a range of materials, such as large tyres and planks of wood, to make pathways and practise their balancing skills. Children recognise that they have arranged the planks of wood in the shape a capital 'A' and can identify written numbers such as '1000' when looking at books. Staff encourage children to think about and try out their ideas. However, during some large-group activities, staff interactions are not consistent to fully support and extend each child's learning.
- The management team and staff regularly reflect on their practice and assess the quality of the provision. Staff have good training opportunities to increase their knowledge and develop their practice further. For example, staff have completed in-house training to develop a deeper understanding of children's behaviour. As a result, children demonstrate high levels of focus and concentrate for extended periods. They have an excellent understanding of expectations for behaviour, and play is extremely harmonious. Children concentrate well to master skills, such as using scissors. They wait patiently for their turn to serve themselves lunch. They have a positive attitude to learning, engaging in all activities with great enthusiasm and interest.
- The manager has an incredible knowledge of every child that attends the setting. She is highly supportive of families, and in partnership with the special educational needs coordinator she is extremely proactive in seeking early help when needed. This helps to ensure that all children receive the help they require to make the best possible progress in relation to their individual starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their role and responsibilities to keep children safe. They can identify the signs or symptoms which may be a cause for concern. They know the correct reporting procedure to follow, including making safeguarding referrals themselves or reporting concerns about a colleague. Staff complete risk assessments and minimise any hazards. They have revisited their procedures for moving between inside and outside to ensure that children have a safe place to play and they are always supervised appropriately.

What does the setting need to do to improve?

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

- develop the consistency of staffs engagement and interactions with children during larger-group times to fully support and extend each child's learning
- improve the organisation of outdoor routines to enable staff to consistently meet children's personal care needs.

Setting details

Unique reference number	EY300223
Local authority	Devon
Inspection number	10247947
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	78
Name of registered person	Puffins of Exeter Ltd
Registered person unique reference number	RP525259
Telephone number	01392 446050
Date of previous inspection	13 January 2017

Information about this early years setting

Puffins at Clystheath registered in 1995 and re-registered in 2004 under the company's new name, Puffins of Exeter Limited. It is one of a group of nurseries. The nursery is situated within the Clystheath housing development on the outskirts of Exeter, Devon. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. The nursery receives funding for the provision of early education for children aged two, three and four years. There are 14 staff working with children. Of these, eight hold level 3 early years qualifications, one holds a level 2 qualification, and four staff are working towards professional qualifications.

Information about this inspection

Inspector

Michelle Heimsoth

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 and the nominated individual joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children and staff talked to the inspector at appropriate times during the inspection.
- 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 of an activity.
- Parents shared their views on the setting with the inspector.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and the nominated individual 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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