

# Inspection of Achievers Day Nursery Ltd

247 Old Laira Road, Laira, Plymouth PL3 6DG

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Inspection date: 5 May 2023

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

### **The provision is good**

Staff warmly welcome children and their families. Children readily join in activities and play alongside their friends. They take part in interesting experiences as part of a varied curriculum. Staff encourage children to become inquisitive, confident and independent. Babies delight in watching cars and buses from the nursery. Staff sing songs to babies linked to what they can see. Older children observe and learn to care for different types of animals, such as leaf insects and tadpoles. They learn the names of different parts of the animals and how they change over time. Children are excited about their learning and make good progress across the curriculum.

Children are happy and feel safe. They share outdoor play times with their siblings and nursery friends of different ages. They form secure relationships with staff, who are kind and caring. Babies delight as they play in the ball pit and adults blow bubbles around them. Staff help them to use large brushes to make marks in flour and happily explore messy play. Staff know the children well. They work in partnership with parents and other professionals to ensure children's individual needs are fully catered for. Children receive specialist help where necessary, such as from speech and language therapists.

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

- The manager leads the nursery with integrity and puts children's needs first. She works well alongside her deputy manager, and together they ensure the nursery is well organised. All staff are well aware of their roles and responsibilities. Leaders provide good feedback to staff on how to improve their practice and ensure that staff regularly update their training.
- The curriculum is well thought out and builds on what children already know. Staff provide children with a wide range of interesting activities. Shared routines and a consistent approach to learning within each of the childcare rooms allow children to feel confident and settled in the nursery. For example, all staff use picture cards to explain which activity will happen 'now' and which will happen 'next'.
- Staff read regularly to children. They read a range of quality books which help to develop children's understanding. For instance, older babies begin to learn colours and how to count through reading a story about a dragon. However, there are fewer opportunities for children to look at books independently. Children are not always able to reach books without an adult's help.
- Children are excited by the activities on offer. Most children join in enthusiastically during free-flow play. They play games with their friends and staff, such as seeing how tall they can build a tower. They develop their imaginations as they play in the role play area, such as pretending they are in a

vets. However, this can lead to some childcare rooms becoming very noisy, making it hard for children to hear and to focus.

- Staff develop children's independence well. They consider ways to support this using children's age and stages of development and plan carefully across each of the childcare rooms. For instance, staff teach children to be increasingly independent in feeding themselves as they get older. Staff communicate well with each other across the nursery to ensure that children are ready for the next stage in their development.
- Staff provide high levels of support for children with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) ensures that staff are effectively trained to support children with SEND. For example, staff have recently received additional training on speech and language development. They work closely with specialists to provide specific support, such as physiotherapy. Children with SEND form secure relationships with staff and make good progress.
- Parent partnerships are good. Parents are kept well informed of the progress their children make through daily conversations with staff. They praise staff highly for the good care they take of their children. The manager encourages parents to become part of the nursery community through special days, such as a Father's Day stay-and-play event. Parents feel part of their child's learning journey.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the nursery. The manager follows safe recruitment procedures for recruiting and vetting new members of staff. Staff ensure that the setting is safe and secure at all times. The manager ensures that staff store mobile phones at reception throughout the day. Staff have a secure understanding of when a child may be at risk of harm. There are robust procedures for reporting and recording safeguarding concerns. The manager is proactive in monitoring patterns of concerns and makes prompt referrals to the local safeguarding hub when necessary. Kitchen staff have good systems in place to ensure children with allergies are kept safe.

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

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

- further develop the provision for reading so that children can more readily access a range of books to look at independently
- consider the organisation for free play to reduce noise levels in rooms.

## Setting details

<b>Unique reference number</b>	EY458877
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10285853
<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>	
<b>Number of children on roll</b>	197
<b>Name of registered person</b>	Achievers Day Nursery Ltd
<b>Registered person unique reference number</b>	RP909339
<b>Telephone number</b>	01752224747
<b>Date of previous inspection</b>	20 October 2017

## Information about this early years setting

Achievers Day Nursery Ltd registered in 2013 and is privately owned. One of the company directors works as the nursery manager. The nursery is located in the Laira district of Plymouth, Devon. It is open from 7.30am to 5.30pm from Monday to Friday, for 51 weeks of the year, closing for a week at Christmas. The nursery receives funding to provide free early education to children aged two, three and four. There are 37 members of staff, 33 of whom work directly with children. Three members of staff hold a level 6 qualification, one holds a level 5 qualification, one holds a level 4 qualification, 18 hold a level 3 qualification and two hold a level 2 qualification. There are four apprentices.

## Information about this inspection

### Inspector

Leanne Edge

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- 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 viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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