

Inspection of Pathways Day Nursery

Pathways Nursery, 194 Peverell Park Road, Plymouth, Devon PL3 4QE

Inspection date:

29 November 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enter the nursery excitedly, and friendly staff greet them warmly. Staff encourage children to be independent in hanging up their coats and placing their lunch boxes in the designated area. Children and staff have formed highly positive relationships. Children feel safe in the presence of nurturing staff.

Staff implement a good range of educational programmes for children in their curriculum. Staff read stories and encourage children to talk about how characters might be feeling. Afterwards, children take it in turns to look in a small mirror and then choose an emotion picture card that relates to how they feel. Staff encourage children to talk about why they feel happy, sad or angry. This helps to support children's understanding of emotions in a safe environment.

Children behave well. Staff help children to look out for one another and encourage teamwork. For instance, when children climb on gym equipment in the outdoor area, other children stand near their peers saying, 'I've got you.' During group activities, children work together to build a train track, calmly negotiating where each piece will go. Staff use positive affirmations consistently with children to help build their confidence and willingness to try new activities.

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

- Staff plan free-play activities very well to capture children's interests and to build on their experiences. For example, staff create imaginative role-play areas such as a pretend coffee shop. Children learn new words, including 'cafetiere' and 'plunge', to support their language skills.
- Children enjoy mathematical games to enhance their understanding of patterns, numbers and counting. They count the dots on the dice and then find the same number of pretend food items and match this to their 'shopping list'. To extend learning, staff support children in placing numbers in order from zero to 10. They encourage children to identify which number is missing to help develop their thinking skills.
- Staff incorporate adult-led activities throughout the routine of the day. Children learn about letter sounds. They enjoy pushing the toy train to a pretend animal situated around the wooden train track. Staff encourage children to hear and say the initial letter sound of the animals, such as 'b' for bear or 'z' for zebra. However, children find this difficult, and the activity goes on for too long. Children begin to lose interest and become restless. Staff do not plan and adapt these sessions around children's next steps of development to ensure they build on their existing knowledge and remain focused.
- Children develop a great love of books. Staff encourage children to retell stories independently, such as 'We're Going on a Bear Hunt'. Children do so with

excitement. Staff use real suitcases containing various props to enhance well-loved tales. They tell the children how the story will take them on a journey. Children develop a positive attitude to early reading.

- Staff attend frequent training and use this to benefit children. Staff teach children key nouns, including naming objects or places. Once children are confident in using these, staff help children to understand verbs, such as using words to describe actions. This helps to support children's communication skills.
- Parents comment on the strong progress their child has made since starting in the nursery. They talk about how their communication and language skills have greatly improved and about the supportive staff, who are always there for them as a family. Staff provide monthly activities for children to try at home. However, these are not tailored to children's individual needs to help provide a consistent two-way approach to learning.
- Staff ensure children who need extra support receive early intervention. They work closely with other professionals, developing effective strategies to support children's development. For instance, staff use visual aids and distraction techniques to support children who find sharing difficult.

Safeguarding

The arrangements for safeguarding are effective.

Children develop an awareness of how to keep themselves safe. Staff talk to children about the NSPCC 'Pantosaurus' dinosaur. They talk to children about their body and underpants being their own and how it is 'okay to say no' should they feel uncomfortable. Staff help children to manage their own risks. They talk to children about only climbing as high as they feel comfortable and to ask for support if needed. Staff understand their role in protecting children from harm. They are confident in identifying and reporting any concerns they may have about children's welfare to the relevant authorities.

What does the setting need to do to improve?

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

- plan and adapt adult-led activities around children's individual learning needs to enhance their development further and to ensure they remain fully focused
- tailor home learning more precisely around each child to provide a consistent two-way approach to learning.

Setting details

Unique reference number	117137
Local authority	Plymouth
Inspection number	10311740
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	2 to 5
Total number of places	16
Number of children on roll	23
Name of registered person	Cross, Vicki
Registered person unique reference number	RP902902
Telephone number	01752 700164
Date of previous inspection	9 April 2018

Information about this early years setting

Pathways Day Nursery opened in 1989 and registered under the current management in 2001. It is open Monday to Friday, from 8am to 5pm, for 51 weeks of the year. The nursery provides free early education funding for children aged two, three and four years. There are seven members of staff who work with the children. Six staff hold relevant early years qualifications between level 6 and level 3. One member of staff is unqualified.

Information about this inspection

Inspector

Joanne Steward

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector 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 inspector observed the interactions between staff and children.
- Parents shared their views on the setting with the inspector.
- The manager and the inspector carried out a joint observation of a literacy activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023