

Inspection of Plympton St Maurice Childcare Centre

Plympton Hill, Plympton, Plymouth PL7 1UB

Inspection date: 17 April 2024

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

The provision is good

Children have a strong sense of belonging to the setting. They arrive happy and eager to play. All children give their parents and carers a quick 'bye' and go in to see their friends. Staff boost children's self-esteem. For example, they choose pre-school-aged children to be 'special helpers' for the day. Children alert their friends when it is time to stop and do something different by ringing a bell. Staff help pre-school-aged children to work cooperatively and tidy up when they hear it ring. These children respond well to instructions and follow the rules and routines of the setting.

There is an ambitious curriculum in place to help children to build on their physical development. Staff are clear on the intent and implement a curriculum that builds on what children know, can do, and need to learn next. For example, staff provide opportunities for babies to gain neck and core strength through 'tummy time' experiences. As babies become stronger, staff work on supporting their leg muscles. Staff know when babies are ready to stand and, with encouragement, help them to try it.

Partnership with parents is good. Staff inform parents about what their children are working on next. They share ideas on how to further children's development at home. Parents comment that their children have made progress in their early writing skills. They particularly enjoy hearing songs at home that their children have learned in the setting.

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

- Toddlers learn about what makes them unique, and build relationships with others. They draw people and staff help them to add eyes and other facial features. Staff broaden toddlers' knowledge and understanding of similarity and difference. They talk about the colour of their hair and draw everyone in their pictures with smiles. Toddlers tell staff that they have drawn their friends.
- Children are independent. Staff teach babies to learn how to hold and use a spoon while they eat. Toddlers learn how to wash their faces and independently do this after lunch. Staff encourage pre-school-aged children to take responsibility and share resources with their friends. These children decide to use a sand timer to determine how much time each has left to wear a popular dressing-up outfit.
- Pre-school-aged children take turns using tricycles in the garden. They ride around with friends in the back seat. Toddlers practise kicking a ball as high as they can and demonstrate good control and coordination. Some pre-school-aged children climb up a slope while balancing a ball on top of a cup. They show high levels of concentration and persevere to keep it balanced until they get to the

top.

- Staff sing nursery rhymes to babies in the garden as they rock backwards and forwards on a see-saw. Babies show high levels of well-being. However, staff do not fully understand how to support and extend babies' communication and language, in order to further their speaking skills. For example, staff use long or complex sentences with babies who only communicate by babbling or with one-word sentences. Babies are not always able to hear new words or repeat them back to staff.
- Pre-school-aged children recall a well-known story about three bears. They remember key events of the story with staff and what happens next. Children describe how characters feel and tell staff that characters 'may be sad'. However, at times, staff do not organise adult-led activities to minimise distractions and keep all pre-school-aged children focused and engaged in their learning. For example, staff lead a listening activity with a group of pre-school-aged children. Staff begin and conduct the activity while it is very noisy in the room. These children become distracted and lose focus.
- Leaders deliver training to all staff on how to support children to manage their emotions. Following this, staff talk with children about how they feel and acknowledge these feelings. For example, sometimes, toddlers struggle to share. Staff suggest alternative toys, and offer comfort and reassurance. Toddlers describe how they feel and, with the support of kind staff, learn to regulate their emotions.
- The lead practitioner for safeguarding ensures that all staff know how to respond appropriately to signs of possible abuse and neglect. Staff record safeguarding information. Leaders regularly review this to ensure that necessary action is taken in order to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff knowledge and understanding of how to support and extend babies' communication and language, to further their speaking skills
- organise adult-led activities to minimise distractions and keep all pre-school-aged children focused and engaged in their learning.

Setting details

Unique reference number	EY474376
Local authority	Plymouth
Inspection number	10339994
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	0 to 10
Total number of places	64
Number of children on roll	122
Name of registered person	Plympton St Maurice Childcare Centre CIO
Registered person unique reference number	RP911583
Telephone number	01752 343085
Date of previous inspection	16 February 2022

Information about this early years setting

Plympton St Maurice Childcare Centre registered in 2014 and is situated in Plympton, Devon. The centre is managed by trustees. It operates from premises next to Plympton St Maurice Primary School. There are 22 staff who work with the children. Of these, one has early years professional status, 18 members of staff hold qualifications at level 3, one holds a qualification at level 1, and two are unqualified. The centre is open each weekday between 7am and 6pm, for 51 weeks per year. The centre receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children 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 inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this had on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- 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.

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