

Inspection of Freshlings Nursery

University of Plymouth, Drake Circus, PLYMOUTH PL4 8AA

Inspection date: 29 November 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this exceptionally nurturing and inclusive nursery. The nursery ensures that the well-being of children and families is at the heart of everything they do. Staff encourage children to talk and think about their emotions. For example, babies use picture cards to say how they are feeling, and staff offer cuddles and comfort if children are sad. Older children place their name under an 'emotion monster' when they arrive to show how they are feeling that day. Staff talk to children who are not feeling positive emotions and discuss how children are feeling and why. They teach children strategies to work through emotions positively, such as doing activities they enjoy. Children settle quickly and become curious learners, who explore and play with high levels of concentration and independence. Staff praise children's creativity, building children's confidence in their choices and providing a positive experience when children are following their own learning.

Leaders and staff plan an inspirational curriculum based on children's previous learning and their knowledge of best practice. They seamlessly thread individual children's next steps into play experiences. For instance, staff explore play dough alongside toddlers. They skilfully question and interact with them and support the development of each child. They offer higher challenge to some children by introducing and explaining the concept of 'asteroids'. At the same time, they promote counting and size with younger children who are not ready for that level of learning. Each child's skills are valued through praise, and children are excited to share their knowledge with other children and staff.

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

- The nursery has high expectations of all children. Staff use their excellent knowledge of how children develop, alongside regular assessments, to create highly personalised learning plans. They work closely with parents and outside agencies to swiftly put relevant strategies in place for children who have gaps in their learning and development. Children benefit from this targeted support and make exceptional progress. This includes children with special educational needs and/or disabilities (SEND), who are superbly supported to reach their potential.
- The knowledgeable and inspirational leaders have a true passion for providing the best possible care. They effectively monitor staff practice to prioritise improvements and ensure that targeted training is put in place. For instance, they use expert advice and research-based guidance to help staff further develop their knowledge and meet the children's needs. Leaders and staff continually challenge one another to reflect on how they can further impact the outcomes for children.
- The nursery works hard to ensure all staff use consistent and relevant

approaches for developing communication and language that meets all children's individual needs. For example, young children learn to communicate with staff through signing and visual cards. Children are confident communicators. Staff encourage children to answer questions, giving them time to respond, and model correct pronunciation to build their speech skills. They introduce adventurous vocabulary to older children. Children use these words confidently and with understanding. For example, babies ask for 'more' food at mealtimes using signs or words. Older children are keen to talk and share their ideas in larger groups.

- Staff plan effectively to build children's independence and self-care. For instance, they explain to babies how to blow their nose, with practical examples using a mirror to support their understanding. For older children, they have nose-blowing stations with picture instructions and mirrors so children learn how to do this for themselves. Children display exceptional levels of independence. For example, babies feed themselves with spoons and forks at lunchtimes, and older children cut up their own food.
- Staff are very skilled at positively redirecting children from unwanted behaviour. For example, they give play dough and rolling pins to older babies who enjoy banging objects so they do not disturb children sleeping. Older children are asked to help pick up other children's blocks they have knocked over by accident and reminded that they should always offer to help. Children respond positively to these gentle interventions, which builds their ability to self-regulate and their awareness of the needs of others.
- Children develop an exceptional sense of self and the wider world beyond the nursery. Staff place a high priority on celebrating the cultures and languages of the children who attend and encouraging them to share these with their friends. For instance, children show pictures of themselves visiting family in Scotland. Staff extend the learning by teaching children about key features such as 'lochs' and the different foods and music traditionally played there. They ensure that children have experiences that extend and broaden their knowledge of the world.
- Partnerships with parents are highly effective. The nursery focuses on building strong relationships as soon as children start and involving parents in their child's learning. For example, parents' ideas were included when writing the new curriculum. Staff model children's intervention sessions for parents so they are able to follow the same approaches at home. This supports high levels of consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY482014
Local authority	Plymouth
Inspection number	10364212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	86
Number of children on roll	96
Name of registered person	University Commercial Services Plymouth Limited
Registered person unique reference number	RP534026
Telephone number	01752 588550
Date of previous inspection	30 January 2019

Information about this early years setting

Freshlings Nursery registered in 2014. The nursery operates from the premises of Plymouth University, Plymouth, Devon. The nursery is open each weekday, from 8am until 5.30pm, 50 weeks a year. There are 26 members of staff working with the children. Of these, two hold qualified teacher status and four have a level 6 qualification. Of the remaining staff, 17 hold a relevant qualification in early years at level 3, one at level 1, and two members of staff are unqualified. The nursery offers government funded childcare.

Information about this inspection

Inspector

Rebecca Martin

Inspection activities

- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager and deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.
- Staff spoke to the inspector about how they support children with SEND.

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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