

Inspection of Seedlings Pre School

Hooe Primary School, Hooe Road, Hooe, Plymouth PL9 9RG

Inspection date: 18 March 2025

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

What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure that staff supervise children adequately in the garden. The poor deployment of staff means that they do not notice when children are at risk of falling from high walls or when children access other areas that are not safe. While the provider is aware that there are weaknesses to the provision, the action that they have taken so far has not had the desired impact on making the necessary improvements. In addition to this, the provider does not maintain records of their vetting processes to enable them to demonstrate the suitability of staff.

Although staff are caring and build warm relationships with children, they do not have high enough expectations for children's learning. The curriculum is weak and does not meet the individual learning needs of all children. Although, staff know what children need to learn, the support that children receive is inconsistent. Staff often just watch older children play, and do not recognise when to engage in children's play to help them to learn. However, younger children receive better support, and staff are more responsive to their needs. Staff set clear routines, so children know what to expect, and they support children when they struggle to share the resources. Overall, children behave well.

The provider does not ensure that children receive the help they need so that they can make good progress in their learning. For example, staff working with older children simply follow them around and carry them, and they do not use the strategies in place to help them to learn to communicate and engage in learning. In addition to this, there are weaknesses to the key-person system, the information that parents receive is not consistent and parents do not know how their children are progressing with their learning.

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

- Staff do not appropriately supervise children outside or deploy themselves appropriately to keep children safe. Children climb and balance on high walls, unnoticed by staff. The walls have concrete patio slabs below them, presenting a risk of injury should children lose their balance and fall off. In addition, children get stuck in thorns as they go behind buildings that are out of the sight of staff.
- The support in place for children with special educational needs and/or disabilities (SEND) is variable and inconsistent. Some children receive targeted support and the staff working with them use effective strategies to engage them. However, some staff do not use the strategies and this prevents children from being able to communicate their needs and be involved in learning. In addition to this, the resources that have been purchased using specific funding to meet children's physical and emotional needs are not accessible for children

to use when they need it, and staff do not think to make them available. This means, at times, children are unable to regulate their emotions and engage in learning opportunities.

- The provider ensures that staff have mandatory training on subjects, such as paediatric first aid and child protection. However, they do not ensure that staff have the skills and knowledge to help them to meet children's needs effectively or keep them safe.
- The provider does not ensure that they implement a curriculum that offers children appropriate challenge. Activities are mundane and do not excite children or inspire them to learn. For example, older children are given paper plates to paint, using paint brushes designed for toddlers. Children simply paint the plate and wander off as staff stand over, and do not offer any engagement or encouragement to children. This does not help to motivate children, or support them to learn more.
- Staff work with parents to get to know children's interests, and the routines of the younger children. This helps staff to make sure children are supported to feel secure as they settle into nursery. However, there are weaknesses in the procedures around the key-person system. Staff do not ensure that parents receive information about their children's learning, so that they can support their learning at home.
- Staff understand procedures in place for child protection. For example, they understand the importance of monitoring existing injuries and the procedures that they should follow if they have concerns about a child. However, the provider does not ensure that they have records to demonstrate that they follow robust recruitment procedures.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure records of the vetting processes for staff are retained and are in line with safer recruitment procedures	01/04/2025

improve the deployment of staff and the supervision of children to meet the needs of all children and to keep them safe	19/03/2025
ensure that children who have special educational needs and/or disabilities (SEND) receive appropriate support to help them to make progress in their learning	01/04/2025
implement procedures to provide support and coaching for staff to ensure they have the knowledge and skills to carry out their roles and responsibilities.	01/04/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the key-person system to ensure that parents are kept up to date regarding their children's progress and are given information to help them to support children's development at home	11/04/2025
implement a curriculum that meets all children's individual learning needs and offers appropriate challenge, to help them make progress in their learning.	11/04/2025

Setting details

Unique reference number	2655479
Local authority	Plymouth
Inspection number	10392803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	99
Number of children on roll	181
Name of registered person	Seedlings Pre-School Limited
Registered person unique reference number	RP523467
Telephone number	07365257165
Date of previous inspection	6 January 2023

Information about this early years setting

Seedlings Pre School registered at the present site in 2022 and is managed by a board of directors. It is open from 7.30am until 6pm, all year round. There are 33 staff members; 21 hold relevant qualifications between level 2 and level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Victoria Nicolson
Rebecca Hayday

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and deputy manager joined one of the inspectors on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspectors talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and requested evidence of the suitability of staff working in the nursery
- 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.

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 2025