

Inspection of Flying Start Nursery - Marjon

Marjon University, Derriford Road, Derriford, PLYMOUTH PL6 8BH

Inspection date: 19 November 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 are happy and content in this nursery, where they develop strong friendships with their peers and enjoy playing together. The nursery has a good curriculum, and the staff know how to implement it effectively. As a result, children are well prepared for the next stage of learning. In the pre-school, staff guide children to be ready for school by encouraging them to take part in group sessions, supporting them to take turns and teaching them to listen to others. The nursery provides rich learning experiences, both indoors and outdoors, with a focus on physical development and making healthy nutritional choices. Every morning, staff provide children of all ages with an uninterrupted hour of physical activities, followed by cooking sessions. Pre-school children develop their hand manipulation skills and independence as they cook, making garlic butter to add to their lunch. Meanwhile, toddlers and babies explore the smells and textures of garlic. The nursery also offers food therapy sessions to support children in eating a wider range of foods, which helps them develop an understanding of food and nutrition and to make healthy food choices confidently. The nursery provides healthy lunches that children thoroughly enjoy.

Pre-school children extend their knowledge into their role play, eagerly pretending to be waiters and asking staff what they would like to eat for lunch, pretending to write down the orders. Staff develop strong attachments with children, making them feel safe, secure and ready to learn. Children of all ages enjoy cuddles of reassurance from staff.

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

- Staff nurture children to develop an understanding of the wider world through a wide range of discussions. They guide pre-school children to learn about different countries. In small groups, they read letters received from 'Bertie, the pen pal' who travels the globe and shares information about what they have seen. Staff guide children to explore the Thai celebration of Loy Krathong. They help children to locate where Thailand is on a world map and explore videos showing Thai boats filled with flowers float down a river as part of the celebration. Staff guide children to develop knowledge and understanding of the world, other religions and cultural celebrations.
- Staff have a good understanding of child development. They provide babies with a wide range of age-appropriate learning experiences. Babies are guided to enjoy the outdoors, exploring natural materials and developing their understanding of insects and plants in their own forest school area. When babies are ready, staff support them through well-planned transitions between the baby and toddler room, ensuring children feel confident and secure.
- The nursery curriculum focuses on developing children's communication skills. As

a part of this, staff nurture children of all ages to develop a love of books and stories. They ensure that books are read to small groups of children throughout the day. Staff read in interesting and engaging voices, and children enjoy joining in on the parts they know. However, during other interactions, staff in the toddler and pre-school areas do not always support children in exploring their interests and ideas further.

- Leaders recognise the importance of building children's confidence in mathematics. In the pre-school, staff help older children understand simple addition by counting the number of boys and girls in the circle, for instance. They then write the simple sum on the board. Some older children can write a few number symbols themselves.
- Staff enjoy working at the nursery and report feeling well supported by the rest of the team and the provider. The provider offers a range of training opportunities for staff. Some recently undertook forest school training. This has been incorporated into the development of the outdoor 'shepherd huts' and trips to the local forest, guiding children to explore the natural surroundings more. As a result, this has had a positive impact on child development.

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:

- provide older children with opportunities to explore their ideas and interests even more deeply.

Setting details

Unique reference number	EY426171
Local authority	Plymouth
Inspection number	10364204
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 4
Total number of places	59
Number of children on roll	109
Name of registered person	Flying Start Nurseries (SW) Limited
Registered person unique reference number	RP910638
Telephone number	01752 776460
Date of previous inspection	30 January 2019

Information about this early years setting

Flying Start Nursery - Marjon registered in 2011. It is located at the University College of St Mark and St John in Plymouth. It operates from 7.30am to 6pm weekdays throughout the year, except for bank holidays. The nursery is in receipt of funding for free early education for children aged two, three and four years. There are 28 members of staff, 24 of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke 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 spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the manager.

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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