

Characters Day Nursery

Richmond House, 49 Alma Road, Plymouth, Devon PL3 4HE



Inspection date	24 June 2019
Previous inspection date	9 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide parents with detailed information about children's progress and work closely with them to support children's learning at home. Parents comment positively about the nursery, praising the caring and friendly staff team.
- Staff know the children well and are sensitive to their needs, which helps them to settle in quickly. For example, staff initiate and join in with games enthusiastically as soon as children arrive, to make children feel welcome and help them enjoy their time at the nursery.
- Staff assess children accurately and use this information to plan activities that link with their individual next steps in learning. Children make good progress.
- The provider has a positive attitude to raising standards at the nursery. For example, since the last inspection, she has sourced training for staff on how to make the most of stories to enhance children's learning. Staff support children to sit nicely and listen with interest, and initiate animated discussion about the illustrations.
- The provider offers support for staff to strengthen the quality of teaching. However, this is not as effective as it could be as staff do not consistently challenge the more able children so they get the most out of activities.
- At times, staff do not engage the less-confident children in as much discussion as they do the other children, to extend all children's communication and language as much as possible.
- The provider has not established close links with other settings attended by children, to share information and enable more consistency in children's learning.

What the setting needs to do to improve further

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

- provide more tailored support and coaching for staff, to help them make best use of activities to extend the more able children's learning further
- develop the teaching of communication and language to give children more time to speak and express their thoughts, with particular regard to younger and less-confident children
- develop links with other settings that children attend to support greater consistency in children's learning.

Inspection activities

- The inspector observed children interacting with staff and participating in adult-led activities throughout the day.
- The inspector carried out a joint observation with the provider to evaluate the quality of teaching and learning.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector held discussions with the provider to discuss how she fulfils the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including children's learning records, staff suitability checks and training certificates, and registers of children's attendance.

Inspector
Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and staff have a robust knowledge of how to recognise when a child might be at risk of harm. They understand the need to work in close partnership with the relevant authorities to prioritise children's welfare. The provider plans appropriate staff ratios and makes sure staff hold the necessary training, to help them meet children's individual care needs. Overall, she provides good support for staff to ensure they understand their roles and responsibilities. The provider evaluates the setting accurately. She is currently developing her knowledge of how to use data to monitor the progress of different groups of children, to identify and plan for any patterns in children's learning promptly.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of what the children can already do to plan enjoyable activities that motivate them to take part. For example, they encourage the older children to plan and build their own models using construction toys. The children concentrate very well and continue to make additions to their models until they have achieved their aims, proudly showing staff their finished work. Staff motivate children to persevere until they succeed from a young age. For example, they support and encourage toddlers to use balance beams, holding their hands until they develop the confidence to try without help. The toddlers are confident to pick themselves up and try again when they fall off. Staff skilfully recognise when children are beginning to lose interest in their self-chosen play and quickly recapture their attention, for example by suggesting different activities they know the children will enjoy.

Personal development, behaviour and welfare are good

Children form good relationships with staff and each other. They are friendly and affectionate, and give staff cuddles spontaneously. Toddlers learn to make friends and happily play alongside each other as they share the toys. Staff routinely praise children's efforts and achievements to help them understand the expectations. Staff are positive role models and teach children to follow instructions, for example to line up to wash their hands before lunch. Children behave well. Staff promote children's health and hygiene effectively. For instance, they remind the older children to wash their hands after they wipe their nose.

Outcomes for children are good

Children make good progress in their learning and acquire the key skills needed for later learning, including starting school. They develop good coordination and control. For example, pre-school children learn to use scissors and toddlers try to hit a ball with a bat with determination. Children are independent, for instance they use cutlery at mealtimes competently. They develop good literacy skills. For example, older children recognise their written name and younger children experiment as they make marks using paintbrushes and water.

Setting details

Unique reference number	EY332113
Local authority	Plymouth
Inspection number	10112778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	40
Number of children on roll	44
Name of registered person	Treble P&A Ltd
Registered person unique reference number	RP905742
Date of previous inspection	9 August 2018
Telephone number	01752 662 886

Characters Day Nursery registered in 2006 and operates from the Stoke area of Plymouth. The nursery is open Monday to Friday from 8am until 6pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs seven members of staff. Of these, three hold early years qualifications at level 3 and one holds level 2.

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