

Inspection date	4 April 2019
Previous inspection date	26 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers demonstrate exceptional commitment to staff welfare. For example, they adopt strategies in partnership with professional organisations that promote mental health and well-being. As a result, morale is high and staff feel valued and extremely well supported.
- Staff are positive role models. They use well targeted training to skilfully engage children in sharply focused activities which promote health and well-being exceptionally well. For example, all staff are 'Dental Champions' and motivate children to enjoy brushing their teeth both at pre-school and at home.
- Children with special educational needs and/or disabilities (SEND) and their families benefit from immensely skilled and supportive staff. There are highly effective partnerships in place with an extensive network of professionals. Leaders manage additional funding with great care to maximise the positive impact on children's outcomes. For instance, through additional staffing, training and resources.
- Partnerships with parents are excellent. Staff work closely with parents to support, guide and share children's developmental progress with them. Parents give high praise for the pre-school, they feel involved in their child's learning and know how to extend support at home. For example, staff join parents for meetings and conferences. As a result, children make exceptional progress.
- Staff provide children with wonderful opportunities to explore the world around them. Children enjoy a range of activities and experiences, such as outings, visits to the local primary school and cultural celebrations. They learn how to look after living creatures such as pet snails and fish. Children thrive as they have plentiful opportunities to play and learn outdoors.
- Staff use sharply focused monitoring to identify the impact and quality of teaching across all areas of learning. For example, they use video recordings of staff observations to monitor and evaluate practice and they reflect on the monitoring of children's progress to constantly strive towards improved outcomes.

What the setting needs to do to improve further

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

- continue to use sharply focused monitoring to identify how to develop the teaching of all areas of learning even further, to maintain the excellent quality of the provision and children's rapid progress.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector observed staff's interactions with children during group time, free play and planned activities. She evaluated these with the pre-school manager.
- The inspector held discussions with the pre-school manager and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the pre-school's safeguarding procedures and children's observation and assessment records. She also reviewed the pre-school's evaluation documents and discussed other methods of reflective practice.

Inspector

Carly Ellicott

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders and managers are very well-qualified and experienced childcare professionals. They work closely together to focus on areas of improvement within the pre-school. They reflect on the individual needs of children to continue to enhance high-quality experiences. For instance, staff use training to develop effective strategies of managing children's behaviour in motivational ways. Arrangements for safeguarding are effective. Staff have an exceptionally strong understanding of their role. They vigilantly monitor children and conduct thorough risk assessments, which help keep children safe. Leaders and managers support staff superbly well. Staff comment that they feel respected and valued. Supervisory sessions are highly effective at maintaining outstanding teaching across the pre-school.

Quality of teaching, learning and assessment is outstanding

Staff use innovative strategies to support children's learning and development. They work effectively with other professionals to deliver consistent high-quality practice. Staff choose resources and equipment carefully to meet the specific needs of children. For example, sensory boxes support targeted intervention for children with SEND. Staff are highly attentive to children's individual needs and seek out additional training and skills, so they can fully and safely support children. Key persons make accurate assessments of children's starting points. Children receive full support from planned activities that help them make strong progress in their development. As a result, children engage deeply in their play.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptional for their age. They use their imaginations to initiate games and immerse themselves in sensory experiences. For example, they transport pasta and oats using different sized containers and use mathematical language in their play. They carefully colour pictures of seasonal flowers and engage with staff in meaningful conversations, counting numbers of objects enthusiastically. Children concentrate and complete tasks extremely well for their age. For instance, they build towers from bricks and use problem-solving skills to make bridges balance. Young children explore cause and effect as they push wheeled toys along different surfaces, noticing difference and anticipating outcomes. Children express great joy as they revel in special attention, for instance during circle times, helping them to feel very special. Staff respond to children in a wonderfully warm and respectful manner, demonstrating the special bond they have with children. This helps children to feel secure and nurtured.

Outcomes for children are outstanding

Children flourish at the pre-school and are exceptionally supported in readiness for the transition to school. For instance, children are familiar with read, write, inc literacy strategy and have regular visits from reception class teachers. This helps all children, including those in receipt of funding, thrive in this stimulating and highly inclusive environment.

Setting details

Unique reference number	EY410759
Local authority	Plymouth
Inspection number	10071144
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	2 - 10
Total number of places	40
Number of children on roll	44
Name of registered person	Laira Green Trust
Registered person unique reference number	RP529800
Date of previous inspection	26 June 2015
Telephone number	01752 228 272

Greenshoots registered in 2010. It operates from the grounds of Laira Green Primary School in Plymouth. The group opens from 8am to 6pm Monday to Friday, during school term time only. The group is in receipt of early education funding for children aged two, three and four years old. There are eight staff employed to work with the children, all of whom hold a relevant qualification at level 2 or above. The manager has early years professional status.

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