

Ham Drive Nursery Daycare

Unique reference number (URN): 2825908

Address: Ham Drive Nursery School, Ham Drive, Plymouth, PL2 2NJ

Type: Childcare on non-domestic premises

Registered with Ofsted: 19/12/2024

Registers: EYR

Registered person: The Plymouth Nursery Schools Federation Governing Body

Inspection report: 10 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders and staff prioritise building children's behaviour and positive attitudes to others. Children learn the rules and routines of the setting and behave very positively. Staff consistently support children's understanding and ability to create good relationships with their peers. For example, they remind children throughout the day of the setting's motto that 'We are kind' and that they need to use 'kind hands' when they want a toy that another child has. Staff are role models who show kindness and respect to children and their colleagues. They provide gentle prompts to support children to understand the expectations in an age-appropriate way and provide children with an abundance of praise. Children respond quickly to the prompts, and they play extremely harmoniously together.

Children show high levels of understanding when following the expected routines and demonstrate that these are embedded. Children benefit from these consistent and well-established events in the day that support their ability to regulate their behaviour. They build strong foundations of effective behaviours when playing, including for children with barriers to learning. For instance, children learn that it is time to stop their play to move on to another activity, or events such as snack and lunchtime, and do this positively and calmly.

Leaders and staff effectively monitor children's attendance. For instance, they use an online system to identify when children have not attended. They look at the reasons that children cannot attend and identify where parents may need support with issues and barriers to getting to the setting. They also remind parents of the benefits to children's development and building positive routines for children's later education. They work closely with parents and refer to outside agencies to ensure that parents and families receive help and to promote regular attendance.

Expected standard ●

Achievement

Expected standard ●

Children typically make progress from their starting points across all areas of learning in the early years foundation stage. This includes children with special educational needs and/or disabilities and those who face other barriers to their learning and development. Gaps in learning are promptly identified and interventions put in place.

Overall, children make continuous progress in their educational outcomes, and they are prepared for their next stage of development. However, some children do not fully extend their independence and social skills at mealtimes. Also, children typically build effective communication skills, but staff are not always consistently using strategies to promote communication and understanding for all children, including those with speech and language delays, to fully maximise their progress.

Children's welfare and wellbeing

Expected standard 

Leaders and staff foster a culture that promotes children's wellbeing. They build effective relationships with all children. They are attentive to each child's individual care needs and adapt routines to support their happiness. For instance, when children have not slept well during the night due to teething and find themselves struggling to settle, staff offer additional cuddles and an earlier sleep than their normal routine. Children wake from the sleep smiling and show they are happy and settled by leaving their key person to play.

Overall, daily routines promote children's health and developing independence. For instance, children enjoy time outside in the fresh air and learn how to wash their hands before eating. They enjoy the nutritious snacks provided at snack time, and staff ensure they only provide foods that are safe to eat for children with dietary and allergy requirements. Although staff provide healthy snacks and offer some conversations to children, social interactions and good manners are not consistently promoted. Also, staff do not always extend children's understanding of healthy food choices or promote children's ability to build their independence and challenge themselves to tend to their own needs. For example, staff bring foods and drinks to children, and children are expected to sit and wait instead of learning how to do this themselves. This particularly limits the older children's independence and building on what they can already do. For example, they are not practising and extending their physical skills, such as the pouring, pinching and scooping that they are starting to develop at other times in the sand tray.

Curriculum and teaching

Expected standard 

Leaders and staff have introduced an ambitious and clear curriculum to develop key skills, such as children being able to regulate their emotions and build effective physical skills. Children learn the 3 key expectations of the setting of being kind, listening and helping. This supports their understanding of how to interact positively with others and promotes their early social skill development. Staff get to know children and their families well and use this information to ensure that children widen their experiences and overcome barriers to learning. For example, they plan additional opportunities for children to run and move in open spaces when parents say these opportunities are limited in the home environment. Although staff know children well, on occasions, they do not always fully promote progress towards children's next steps and adapt activities to introduce additional challenge. For instance, staff know a child is working on developing accurate counting, but they do not always support this when the child is trying to count.

Staff place a priority on building a love of books. For instance, they regularly read with children in the setting and support reading at home with story bags that parents regularly borrow. They model language and introduce unknown words. They narrate children's play and introduce new vocabulary. For example, they encourage children to think if brushes are 'soft' or 'hard' and talk about the sand being 'squishy'. Overall, staff support early mathematical skills. They introduce words for shapes and capacity, such as 'more' and 'full', which children use independently in their play.

Inclusion

Expected standard 

Leaders and staff are committed to creating an inclusive culture. They take time to get to know all children and gather relevant information from parents about their children before they start at the setting. This helps staff to identify children who require support as soon as they start and promotes partnership work with parents. Leaders and staff are proactive in identifying how best to progress children. For instance, they hold regular review meetings with parents and relevant outside agencies. This means they are getting the support and advice they need to close gaps in learning and development, or when there are other barriers to progress.

Leaders and staff have systems in place to monitor children's ongoing learning and identify gaps in learning and development and barriers to learning. They make adaptations to reduce barriers to learning. For instance, they introduce visual pictures for children who cannot hear as well as their peers. However, staff do not always have the relevant training to consistently support children and fully extend their learning. Although children make progress, this is not as swift and effective as it could be. For example, not all staff use the agreed strategy to use visual pictures and signing to model communication, and those that use it, do not do this consistently.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the setting's strengths and the areas they want to improve. They evaluate practice regularly and take purposeful action to enhance children's experiences and support their learning and wellbeing. For example, they have invested in improving the outdoor environment to strengthen children's transitions and increase opportunities for outdoor learning. As a result, children spend more time outdoors and move confidently between rooms. Leaders work closely with parents, carers and outside agencies, such as health visitors, to support children's progress and build consistency in learning and care.

Leaders offer staff regular professional development and training relevant to the age range of the children. For instance, all staff receive training on interacting with and supporting the learning of babies. However, the process of supervision and identifying specific areas of development for individual staff is not yet fully embedded to promote teaching to the highest level and to meet the specific needs of staff's key children. Leaders do, however, focus on staff wellbeing, and staff comment on how much they feel valued and enjoy working with the team. This is reflected in the happy and positive environment staff create for children and families.

What it's like to be a child at this setting

Children are happy and settled in this nurturing setting. They benefit from an individual settling-in process that builds the confidence and security of both children and their families over time, and at their own pace. Staff spend time getting to know the families and needs of the children before they start. Children and their parents develop positive relationships with staff. Children, including younger babies and new children, quickly leave parents and go to their key person for cuddles as they arrive. They enjoy the warm and kind interactions that staff provide and demonstrate they feel safe and secure. They engage in the activities and resources around them and feel confident to leave staff very soon after arriving to play independently. Children are prepared well to move on to the nursery linked to the setting and become familiar with staff and the environment. For example, they walk through the room each morning when moving to the 'sensory area'. Children show confidence and enjoyment as they happily wave and say hello to children and staff while walking through the room. They benefit from spending daily time with staff and children from the toddler and pre-school room in the wraparound care offered in their room and during holidays when they join with the older age ranges.

Children enjoy the curriculum that leaders and staff have put in place and typically make progress from their starting points. For example, children show focus and excitement when developing their physical skills inside and outside. They climb and balance on soft-play equipment inside, challenging themselves to stand on top and jump off. They build their coordination and strength on ride-on toys outside, where they develop their sense of space and thinking about the safety of others. They move around the area avoiding other children while they move as quickly as they can.

Children benefit from regular attendance. Staff use partnerships with parents and carers to highlight the importance of positive and routine attendance. They inform parents of the benefits to children's development. Children with special educational needs and/or disabilities and disadvantaged children attend regularly, which supports their ongoing progress.

Next steps

- Leaders should strengthen professional development, so staff consistently adapt teaching to extend children's learning and meet individual learning and development needs.
 - Leaders and staff should ensure agreed communication strategies are used consistently so that children, particularly those needing additional support, make the strongest possible progress in their communication and language development.
 - Leaders and staff should make better use of mealtimes to develop children's independence, social skills and understanding of healthy food choices.
-

About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator and parents during the inspection.

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.

Inspector:

Rebecca Martin

About this setting

Unique reference number (URN): 2825908

Address:

Ham Drive Nursery School
Ham Drive
Plymouth
PL2 2NJ

Type: Childcare on non-domestic premises

Registration date: 19/12/2024

Registered person: The Plymouth Nursery Schools Federation Governing Body

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 18:00

Local authority: Plymouth

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 10 June 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

15

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 2026



© Crown copyright