

Landulph Under Fives

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Landulph Under Fives has been operating since 1970 and has been registered in its current form since 1991. It operates from Landulph village hall, a rural location, approximately eight miles from Saltash. The group is a registered charity run by a voluntary management committee made up of parents and interested others. The group serves the local area and outlying villages. The facilities include an entrance hall, toilets, main hall, kitchen and an enclosed outdoor play area. The group opens three days a week during school terms, between 9.30am and 3.00pm on Monday and Thursday and from 9.30am to 12.00noon on Tuesday. There are currently 14 children aged from two to four years on roll. The setting are on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The setting are able to receive funding for nursery education for three and four year olds. Children attend for a variety of sessions.

The setting employs three members of staff, all holding recognised qualifications at Level 3. The group receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well organised, reflective and consistent team of staff work effectively to provide an enabling environment for children. They are supported by a dedicated committee, who are committed to improving outcomes for children. Consequently children are making good progress in their learning and development and thoroughly enjoy attending the group. Strong partnerships with the parents ensure that each child's individual needs are known and promoted. Overall, all systems are in place for the successful management of the setting, with the group identifying and prioritising areas for development in response to their users. The setting has a good capacity to maintain and drive continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- establish effective systems to liaise with other providers of the Early Years Foundation Stage that children attend, to promote continuity and coherence in their care and learning
- improve the systems used to document information and record aspects relating to children's care and development

The effectiveness of leadership and management of the early years provision

Children's safety and security is given a high priority in the setting. Staff are methodical in checking that all hazards are minimised in the shared environment. Equipment, such as the climbing frame, is available for children to challenge themselves and take measured risks and explore their own abilities, and develop their understanding of keeping safe. The community hall is attractively set up each day, with a selection of safe and suitable resources, which encourage children to make choices and extends their understanding of other cultures and the diverse society in which they live. The outside area has been improved since the last inspection and children access the outdoor area freely. The staff have recently attended training and are beginning to implement further learning opportunities in this area. Staff have a good understanding of the procedures to follow, and details of contacting local agencies, if they have any concerns over child protection or safeguarding issues. Robust systems are in place to ensure that all staff and volunteer helpers are suitable to work with children. Clear policies and procedures are effectively employed to guide and support the safe operation of the setting, although some records are not always fully completed or documented. For example, children's existing injuries are not consistently recorded. Currently only one member of staff holds a relevant paediatric first aid qualification, but the other staff are booked onto relevant courses in the near future.

Parents and children are warmly welcomed to the setting, and parents enthusiastically praise the staff and the quality of the care for their children. Useful information is displayed on the notice board for parents, and regular newsletters in the 'Teddy Times' keeps parents informed of what is going on at the setting. Excellent information is given to parents on the planned activities for the children so that children's learning can be reinforced and continued at home. Daily verbal chats and regular meetings between the parents and staff ensure that children's needs are well known and their learning is closely monitored. Although, the children's identified next steps in their learning are not consistently recorded in their learning journals. At present the setting do not have links with other Early Years settings children also attend to ensure continuity in their care and learning between the various providers. Contacts have been formed with the schools in the area, in order to support children's transition to the next stage in their education.

The provision has made significant enhancements since the last inspection. All recommendations made at the previous inspection have been successfully addressed and has lead to better outcomes for children. Staff have sought advice from the local authority in order to review and develop good practice throughout the provision. As a result, staff are developing their own reflective approach to identifying and continuing to drive improvements across all areas.

The quality and standards of the early years provision and outcomes for children

Children are excited and enter the setting happily, separating from parents readily, even those who are feeling under the weather. Staff greet everyone enthusiastically and know the children and parents well, creating a warm and welcoming environment. The children respond positively to this and are developing positive dispositions and good respect for each other and their environment. Staff quickly engage with the children in their chosen activities from the wide range on offer. Some play with the computer, changing the programme to suit their ability and preferences. Others challenge their developing balance and coordination by climbing on the large equipment, creatively exploring various ways of safely negotiating the slide. Children develop their fine manipulative skills as they paint, draw and control various tools during craft activities. Throughout the daily routines they recognise their names and are becoming aware of the phonics sounds of letters. Messy activities are offered for children to experience different sensory development; such as delving into the cooked spaghetti, and extending their vocabulary skills as they describe the feeling. Children manipulate the jigsaw pieces, resolving problem and talking to staff about the contents of the pictures depicting positive images of people in the community. Staff extend children's learning as they count and calculate as pieces are added and taken away.

Staff follow children's interests and experiences to form themes and play situations. A recent interest in 'bones' and a trip to the dentist has prompted the theme, 'all about me' and being healthy. The role play area is transformed into a doctor or dentists surgery, where children happily check staff's heart beats and that their teeth are in good condition. Story times are used well to extend children's learning about visiting the dentist, and they become engaged in conversation, confidently putting their points of view across to the other children. Their understanding of being healthy is further promoted as they make pizza, cutting the tomatoes, cheese and ham and discuss which foods are good for them and which ones are not so good for their teeth. A regular visit to the community centre by the fishmonger extends children's interest of where fresh food comes from and links with the local environment and culture.

The safe and secure outside area is well used with children being able to chose freely where to play. A good range of ride on toys and small equipment provide children with opportunities to balance, coordinate and develop their muscles and fine control as they negotiate each other and learn new skills such as rolling the hoops or catching the balls. A small area of the play space has been transformed into a delightful garden area, where children tend the various plants. They develop their creativity as they transform the wicker shelter with various ribbons, materials and fabrics into an attractive den where they decide to hold a party for everyone. Children's creative and social development is fostered as they join up with the toddler group to do a sponsored sing, raising money for other children less well off. Children's own self-esteem and sense of value is promoted through 'Wow' moments, where parents and children share with the group their recent achievements at home or elsewhere.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met