

Landulph Under Fives

Landulph Memorial Hall, Landulph, Saltash, Cornwall, PL12 6NE

Inspection date 08/05/2014
Previous inspection date 17/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff promote warm relationships with children because they are kind and gentle, so children are happy in their care.
- Staff provide a wide variety of activities to promote children's interests, learning and development.
- Children benefit from interesting trips within their local community, which help to develop their knowledge and understanding of the world.
- Parents provide very positive feedback about the care their children receive and the progress that they make.

It is not yet good because

- Although staff risk assess the environment outside and have a suitable action plan to address safety issues, not all work has been completed to provide a secure outdoor play area.
- Staff are not always well deployed because they do not plan, prepare and organise children's activities effectively to enable them to fully support children.
- Staff do not gather detailed information about children's starting points for learning from parents when children first attend to help them plan their next steps.
- The staff and management do not use self-evaluation rigorously to monitor compliance with requirements of the Early Years Foundation Stage and Childcare Register.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector checked risk assessment procedures and safety and suitability of the premises.
- The inspector observed children in their activities both indoors and outside.
- The inspector had discussions with the chairperson, staff and parents.
- The inspector undertook a joint observation with the chairperson.
- The inspector looked at a sample of children's development records and relevant documents.

Inspector
Julie Wright

Full report

Information about the setting

Landulph Under Fives has been operating since 1970 and registered in its current form in 1991. It operates from an annexe to Landulph village hall, in a rural location, approximately eight miles from Saltash in Cornwall. 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, two playrooms, kitchen, toilets and an outdoor play area. The group opens three days a week during school term times, on a Monday from 9am to 3pm, Tuesday 9am to 12 noon and Thursday from 9am to 3pm. There are currently 10 children aged from two to four years on roll. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group receives funding to provide free early education for children aged two, three and four years. The group employs three members of staff, of whom one has a National Vocational Qualification at level 3 in childcare.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all identified risks are fully addressed, to make sure the premises are secure and to prevent children leaving the premises unsupervised
- review the organisation and planning of activities to ensure staff are consistently and effectively deployed
- ensure that the manager has a full and relevant level 3 qualification and that at least half of all other staff hold at least a full and relevant level 2 qualification

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

- strengthen the partnerships with parents to obtain more detailed information about children's developmental starting points
- improve the use of self-evaluation procedures to robustly monitor compliance with all requirements of the Early Years Foundation Stage.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children show pleasure when they arrive and are keen to play. They readily explore and decide what they would like to do. There is a good balance of free-play and structured activities, which provide opportunities for children to instigate their own ideas and to join in adult-led play. For example, children choose to play with the construction toys where they skilfully use replica screwdrivers to add and remove wheels on vehicles. Staff promote children's interest by changing and varying resources, for instance they provide sand in different colours. Children sit at the computer and show developing competence and understanding in using technology. They learn to change programmes and follow sequences in computer games. At registration time children sit together and take turns to share their news and ideas. They listen to staff and interact at appropriate times, such as to answer questions. Parents send in wow cards with examples of children's achievements made at home, that staff read to the group. These activities help to prepare children for school because they develop social skills, confidence and concentration.

Staff promote children's communication and language development in a number of activities. For instance, children take part in letters and sounds activities each day. They sing action songs and listen to stories, which also supports the children's physical and literacy development. Staff provide additional resources to extend children's interest, for example, they use puppets and toys to link with the story. Children investigate and show interest in their surroundings. They like to examine and compare different things, such as sounds, shapes and sizes. Staff interact with children to teach them to notice things and to think, so children learn as they play. During a butterfly painting activity staff talk with children about colours, shapes and textures. They provide pieces of string to add another element and dimension to children's creative effects. Staff work generally well together, although activities are not always fully prepared to enable consistently effective staff deployment and attention to children. Consequently this has an impact on the children's learning and development.

Children enjoy various outings and events within the local area to learn about the world around them. For example, they go to a farm to feed lambs and visit the flower show and art exhibition. Staff take children on walks to learn about nature and bring chickens in to the pre-school to show the children. Children fly kites and have donkey rides on the beach, which are fun learning experiences. Staff have close links with the village primary school and toddler group. This contributes to positive working relationships and promotes continuity of care for children. Suitable procedures are in place to enable staff to request additional support for children's individual learning and development to meet their specific needs. Staff provide regular information to involve parents in their children's learning. For example, there is a monthly newsletter and a shared learning at home sheet, which tells parents what their children will be learning. Staff suggest activities that parents could do at home to support children's development. Children each have a learning journey that is a record of their individual progress. Staff observe children to assess their levels of development and plan for their next steps to support them to make progress in all areas of learning. They compile summary reports, including the required progress check for

children at the age of two years. Parents provide relevant information about children's routines and individual needs when children start attending which helps staff to settle the children in. However, staff do not ask the parents for details to clarify each child's developmental starting points in each area of learning to support staff in identifying children's next steps.

The contribution of the early years provision to the well-being of children

Children form close relationships with staff and make friends in the group. They confidently call the name of their key person and show that they feel secure. Staff have a clear awareness of children's personal needs and behaviour, which they discuss with parents on a regular basis so there is consistency for each child. Children mostly respond well to staff and listen carefully to instructions. For example following their move to a new room staff explain the difference in the fire drill. They then practise evacuation with children to help them understand where they must now assemble in the event of a fire so they keep safe. Staff tell children where they can safely play when outside and not to go beyond the orange barriers so they remain securely on the premises.

Children are friendly and play well together. They learn to take turns and to have respect as they play. Staff demonstrate a clear awareness of children's individual dietary requirements. They promote healthy eating and use snack times well to provide continuous learning opportunities. For example, children queue in an orderly manner to choose their plate and food. They understand how much to take because there are cards indicating a suggested portion size, such as two pieces of fruit. Staff encourage children to consider what happens when they put two halves of a rice cake together. Children say 'it makes a circle' and then compare other segments, developing their mathematical skills.

Outdoor play is popular and children rush to get ready when staff ask if anyone wants to go outside. Children develop independence skills ready for school as they learn to put on and take off coats, boots and shoes. Staff provide all-weather garments so children can play out in the rain. Children are keen to collect bugs and watch them through a magnifying lens. They try to count them and laugh as the insects quickly scramble around. A compost area enables children to dig and fill and pour from containers, which promotes mathematical understanding. Children use their imaginations as they play with pots and pans to pretend to cook something. Staff supervise children closely in physical play, for example, when children negotiate a ramp while riding wheeled toys. This helps them to protect children's welfare.

The effectiveness of the leadership and management of the early years provision

This inspection took place following a notification of a significant event that the provider made to Ofsted in accordance with the requirements. A serious incident occurred which showed that staff had failed to safeguard and promote children's welfare. This was because the outdoor play area was not secure and staff had briefly left children

unattended. The committee and staff took immediate action to report the concern and to address the issues raised to safeguard children. They have completed a full review of the risk assessment and there is a clear action plan in place to provide a secure outdoor area where children can play safely. The inspection has found that gates have been fitted to the most vulnerable side of the building as a priority but an additional gate has not been fitted to the other side. Staff continue to use temporary safety barriers and remind children not to go beyond them. They ensure that at least one member of staff remains with children at all times during outdoor play to help them keep children secure in the outside play environment. Staff are conscientious about safety and security inside the pre-school. For example, there is a robust system to monitor persons arriving and leaving, with doors locked promptly to keep children safe. Staff have a sound knowledge of the procedures to safeguard children's welfare and attend relevant child protection training.

The pre-school has recently moved into an annexe on the same site. This provides children with two main playrooms, toilets and access to the outdoor area. Staff use space appropriately to offer a variety of activities that promote children's learning and development. For example, one room is equipped with construction, creative and imaginative play resources. The other room provides for physical opportunities as children crawl through a tunnel, practise balancing and run around playing games. There are always three staff, which is above minimum ratios because of the low number of children who attend. However, the effectiveness of staff deployment sometimes varies because staff become busy preparing activities rather than doing this in advance to minimise the impact on children's learning and welfare.

Since the last inspection staff have made improvements to benefit the children. For example, they have developed outdoor play and learning opportunities to include a sensory garden, playhouse and picnic bench. Staff, committee members, parents and people in the local community contribute to fundraising ventures to provide additional resources for children. Self-evaluation and welfare audits help the committee and staff to monitor their effectiveness and drive improvement in the outcomes for children. However, the staff and management have not made sure they meet all requirements of the Early Years Foundation Stage or the Childcare Register. In addition they have not kept up to date with the revisions to qualification requirements, resulting in a breach. There is minimal impact on children because staff have relevant experience and a secure knowledge of the learning and development requirements.

Parents are very happy with the pre-school provision and offer positive comments. These include that children are 'very happy, settled and love coming' and that changes in children since starting 'are amazing'. Parents are supportive of staff and demonstrate an understanding of matters relating to the recent security incident.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work, and that the manager has a qualification at a minimum of level 3 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	102821
Local authority	Cornwall
Inspection number	973258
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	10
Name of provider	Landulph Under Fives Committee
Date of previous inspection	17/03/2011
Telephone number	07883806156

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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