

Cornwood & Lutton Under 5's Association



School Field, Fore Street, Cornwood, IVYBRIDGE, Devon, PL21 9PZ

Inspection date

Previous inspection date

7 July 2015

16 January 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers have not informed Ofsted of changes to the nominated person within the required timescale. This is also a breach of the Childcare Register requirements.
- Staff do not provide appropriate levels of challenge to help all children make good progress in their learning and development.
- Staff do not offer sufficient problem-solving experiences to encourage children's thinking skills. In addition, children are not consistently engaged and following their interests.
- Self-evaluation is not robust enough to identify weakness in practice and the effects of these on children's care and learning.

It has the following strengths

- Staff have a secure knowledge of keeping children safe. They build very good relationships with children and, as a result, children are secure and confident.
- Staff provide a good range of resources for children and use these effectively to support children's learning and development.
- Staff actively teach children to be independent, which means children learn to manage their own needs very well from a young age.

What the setting needs to do to improve further

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

- ensure staff provide all children with sufficient challenges to motivate and engage them, follow their interests and stimulate their individual learning.

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

- provide more opportunities for children to develop their problem solving and thinking skills
- review and extend the self-evaluation processes to drive continuous improvement more robustly, identifying and targeting key aspects of practice that will rapidly improve the quality of teaching and outcomes for children.

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

- inform Ofsted of any changes to the nominated person (compulsory part of the Childcare Register)
- inform Ofsted of any changes to the nominated person (voluntary part of the Childcare Register)

Inspection activities

- The inspector spoke to the manager, children, parents, staff and committee members.
- The inspector sampled a range of documentation, including children's records and the pre-school's policies and procedures.
- The inspector observed children playing inside and outside.
- The inspector observed staff interactions with children.
- The inspector completed a joint observation with the manager.

Inspector

Katie Mackle

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children independently follow their learning inside and outside as resources are easily available at children's level. The outside space has an undercover area which enables children to access the garden in all weathers. Children take books home every day to read and staff teach them about letter sounds to help prepare them for school. Children learn about mathematics through their play, which develops their counting skills. Although there are some good educational programmes, staff do not use these to consistently challenge and extend children's learning. This means children are not always engaged or able to follow their interests. All children receive good support from staff and other professionals, which enables staff to identify speech and language needs early and provide timely support. Staff encourage children to make marks, such as by asking children to try to write their name when they have finished a painting.

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

Children build positive relationships with staff and each other. Staff work closely with parents to meet children's care needs, and they have a good knowledge of how to keep children safe. Children are encouraged to develop their independence skills through careful coaching. As a result, children learn the importance of following daily hygiene routines. Staff promote children's awareness of healthy eating. For example, when children comment on the farmers working in the fields, staff explain that they are spreading manure to help the fruits and vegetables grow, which in turn keeps us healthy. Children have opportunities for exercise indoors and outdoors, such as running and climbing, which promotes their physical development. Staff use consistent boundaries to support children's behaviour and positive praise to help ensure children are emotionally ready for school.

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

Leaders and managers do not have a secure knowledge of the Early Years Foundation Stage requirements. They have not informed Ofsted of a change to the nominated person within the required timescales. However, this does not have a significant impact on children's welfare, as appropriate suitability checks are in place for the nominated person and they do not have unsupervised access to children. Staff receive termly supervision that helps to identify some of their training needs. As a result, there are now planned sessions to support children's and staff's individual learning. Effective partnership working with other professionals ensures that additional support is available when needed. The self-evaluation process identifies some weaker aspects of practice. However, it is not robust enough to identify breaches in requirements and the effect of these on children.

Setting details

Unique reference number	EY306886
Local authority	Devon
Inspection number	827124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	15
Number of children on roll	21
Name of provider	Cornwood & Lutton Under 5's Association Committee
Date of previous inspection	16 January 2009
Telephone number	07816 019880

Cornwood and Lutton Under 5s Association registered in 2005. The pre-school operates from premises within the grounds of Cornwood C of E Primary School. The pre-school is open each weekday morning from 9am to 11.45am. On Mondays, Tuesdays and Thursdays there is a lunch club between 11.45am and 12.45pm, and on Tuesdays there is an additional afternoon session between 12.45pm and 3pm. The pre-school is run by a voluntary committee of parents that employs three members of staff to work with the children. One member of staff is an Early Years Professional, one has a level 3 qualification and one has a level 2. The pre-school receives funding for free early education for children aged two, three and four years.

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.

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