

# Gulval Little Learners

Gulval CP School, School Lane, Gulval, Penzance, Cornwall, TR18 3BJ



## Inspection date

2 March 2016

Previous inspection date

28 September 2010

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

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff provide a wide range of challenging and interesting activities which help to stimulate and motivate children to learn.
- Staff have developed effective relationships with parents, overall. They inform parents regularly about the progress their children are making and how they can support their learning at home.
- Staff use their knowledge of children's abilities, strengths and achievements to plan precisely for children's continued individual good progress.
- The managers use reflection and self-evaluation effectively to identify the strengths and weaknesses of the setting. They use this information to inform a detailed development plan to improve outcomes for children.
- The staff carefully plan the provision for children who have special educational needs to help them make good progress from their starting points.

### It is not yet outstanding because:

- Not all staff are fully confident in their understanding of new government requirements.
- Staff do not routinely seek information from parents about children's development at home to improve planning further.

## What the setting needs to do to improve further

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

- improve the systems to enable all parents to share information about their children's achievements at home
- ensure that systems to share information with all staff about new government requirements effectively extend their professional development.

### Inspection activities

- The inspector observed activities in the classroom and the outdoor area.
- The inspector undertook a joint observation with a manager.
- The inspector sampled a range of documentation, including attendance records, training and qualification documents and policies.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector held discussions with the managers and spoke to staff and children at appropriate times.

### Inspector

Vivienne Ward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well trained and are fully aware of what they need to do if they have any safeguarding concerns. The induction and recruitment procedures are rigorous, and thorough vetting procedures ensure that all staff are suitable. Both managers use information from tracking and assessment to check children's progress and identify those who are making less than expected progress; they act quickly to close any gaps in learning. All the staff attend regular training and the managers monitor the impact of professional development to ensure that it improves outcomes for children. The managers support and monitor the work of the staff. The managers and the staff have formed secure relationships with parents and carers overall, supporting the parents well to extend children's learning at home.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They observe and monitor children's progress effectively. They use their observations to precisely plan activities to meet children's interests and learning needs. Staff promote children's communication and language skills effectively, planning activities to promote understanding of new vocabulary. For example, they play games about the times of the day and daily routines. Staff develop children's listening skills through activities such as engaging children in conversation, discussing what will happen tomorrow, and what the children will do and wear. Children are very independent. They enjoy making their own choices and decisions about what they will do and where they will play.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development is good. They form secure relationships with staff and are confident and independent learners. Children learn about changes. For example, they use chalks in the rain, watching the way the chalk behaves when wet. Staff are always close by to offer children gentle reminders about safety, supporting them to take considered risks. Children demonstrate a strong understanding of their local community and other cultures. For example, they taste food from other countries.

### Outcomes for children are good

Children make good progress from their starting points in readiness for their next stage of learning. For example, they learn to hear sounds in words, compare similarities, and identify words that begin with the same sound. Children develop independence in their self-care routines and help to serve their snack, for example. They understand the importance of physical exercise. For example, children have daily opportunities to be active, developing their physical skills.

## Setting details

<b>Unique reference number</b>	102812
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	824709
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of provider</b>	The Committee for Gulval Little Learners Committee
<b>Date of previous inspection</b>	28 September 2010
<b>Telephone number</b>	01736 364747 07758424059

Gulval Little Learners Pre-School is a committee-run group, which opened in 1999. The pre-school offers sessions each weekday from 9am to 3pm during term times only. All the staff are qualified to at least level 3. The manager holds a level 6 (BA in Early Years) and works directly with the children. The pre-school is in receipt of government funding for free early education for children aged two, three and four years.

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