

Polperro Nursery

Polperro Primary Academy, Brentfields, LOOE, Cornwall PL13 2JJ



Inspection date	27 November 2018
Previous inspection date	27 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Children are confident learners and enjoy coming to the nursery. Those who are more reluctant are supported sensitively by staff who soon help them settle and feel emotionally secure.
- Staff are good teachers. They use a range of teaching skills to help children to learn. For example, their interactions are good and they use effective questioning and demonstration. They participate in children's play to encourage their learning and help them make good progress.
- Partnership with parents is good and improving. Management seeks their views and acts on suggestions. Staff use a variety of ways to keep parents informed of their children's development.
- The committee and staff have worked hard to make significant improvements since the last inspection. For example, the committee members have attended training to enable them to support the staff team more effectively. Training has also enabled staff to adapt the environment and learning to support two-year-olds with greater success.
- Staff miss opportunities to encourage older children to develop their listening skills in preparation for school.
- The new system to observe and assess children's development is in its infancy and not fully embedded to enable staff to tailor planning even more effectively and help children make the best possible progress.

What the setting needs to do to improve further

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

- develop strategies to encourage children's listening skills, especially as they get ready to move to school
- embed the new systems for observation and assessment to enable staff to tailor planning even more effectively and help children to make the best progress possible.

Inspection activities

- The inspector observed the interactions between children and staff, and the impact of teaching on children's learning.
- The inspector sampled a range of documentation, including the setting's action plan, policies, staff suitability and children's development records.
- The inspector gathered the views of parents through discussions and looking at recent parent questionnaires.
- The inspector met with the manager, the chairperson of the committee and the school's foundation stage teacher.
- The inspector and the manager observed a planned activity and discussed their findings about the impact on children's learning.

Inspector

Anne Mitchell

Inspection findings

Effectiveness of leadership and management is good

The setting has made good improvements since the last inspection. The committee and staff have worked closely with the local authority to improve many aspects of the provision. The committee members understand their role and provide good opportunities for staff's professional development. The manager uses meetings with staff well to raise the standard of teaching and learning. All staff are relevantly qualified or experienced. They attend training regularly to help them provide good outcomes for children. Safeguarding is effective. The staff and manager have a good understanding of safeguarding matters. They have attended relevant training and understand how to implement their safeguarding policies. The premises are safe and secure and risk assessments are implemented effectively every day to enable staff to keep children safe. Recruitment and vetting procedures are robust and there are good systems to ensure staff's ongoing suitability.

Quality of teaching, learning and assessment is good

Children make good progress from their starting points. Key persons know their children well and quickly recognise any emerging gaps in their development. The manager has a good overview of each child's progress and works with staff to close identified gaps as quickly as possible. Staff provide a broad range of activities that engage children well and support their learning. For example, children become very focused as they write Christmas cards and address them ready to be posted. They carefully write recognisable letters and pretend to deliver parcels to their friends. Younger children enjoy sensory play. For example, they talk to staff about how the dough feels 'smooth' and 'cold', and draw circles in the wet sand.

Personal development, behaviour and welfare are good

Children of all ages feel safe and secure in the setting. Staff encourage children's cooperative play and help them to learn to share and take turns. Children's behaviour is good. They develop good levels of independence. For example, they choose resources from the low-level storage, manage their personal care and help to tidy up with enthusiasm. Staff teach children the importance of healthy lifestyles. For example, they discuss healthy food at snack time and children enjoy their daily stretch and exercise session to keep their bodies fit.

Outcomes for children are good

Younger children gain good levels of confidence to help them prepare for the next stage of learning. For example, they approach adults to share books with them, and make good attempts at getting ready for outdoor play. Older children learn to recognise letters and numbers, and count with confidence. Good links with the school enable children to become familiar with teachers and the classroom, to help them settle quickly when they move on.

Setting details

Unique reference number	EY394466
Local authority	Cornwall
Inspection number	10057102
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	23
Number of children on roll	21
Name of registered person	Polperro Nursery
Registered person unique reference number	RP528472
Date of previous inspection	27 September 2017
Telephone number	07854703166

Polperro Nursery is a committee-run group. It registered at its current premises in 2009. It operates from the Extended Services room at Polperro Primary Academy School. The nursery is open Monday to Friday from 9am until 3.30pm in term time. Including the manager, there are four members of staff. The manager and one member of staff hold degree-level qualifications, and one member of staff has a qualification at level 3. The nursery receives early education funding to provide free places for children aged two, three and four years.

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