

# Inspection of Flying Gulls

Mullion Cp School, Willis Vean, Mullion, Helston, Cornwall TR12 7DF

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Inspection date: 9 December 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is compromised. The designated safeguarding lead (DSL), the manager and some staff do not fully understand their responsibilities or the setting's safeguarding policies and do not keep children safe.

Children show their natural curiosity and eagerness to learn in a well-organised environment. They benefit from a good range of experiences that prepare them well for their future success. For example, they develop their confidence and social skills while interacting with others. Children develop good communication skills and are confident in talking about what they know and can do. They are keen to share their thoughts and ideas with each other and staff.

Children with special educational needs and/or disabilities are supported effectively. Staff monitor children well and put intervention plans in place quickly to provide additional support. For example, they provide additional speech and language support for children and their families. Parents report that staff 'go above and beyond' to support their children.

Children demonstrate they are happy at the nursery and are confident to approach staff for cuddles. Staff gently rock and soothe the younger children to help them sleep.

Children's behaviour is good. Staff have high expectations of children's behaviour and act as good role models. They teach children about sharing and taking turns. Staff identify strategies to help children learn boundaries, such as using visual aids to help them understand their behaviour choices.

## **What does the early years setting do well and what does it need to do better?**

- Children's safety is at risk as the manager and DSL do not have secure enough knowledge of local safeguarding practice and procedures. They do not ensure that all staff receive adequate training to be able to identify indicators that a child is at risk, or to implement policies designed to protect children.
- The manager and staff have a clear understanding of what they want children to learn. They plan suitable activities to develop children's learning. Staff have a good understanding of how young children develop their skills for early writing and they plan a range of activities to help children strengthen their hand and arm muscles. For example, children enjoy joining in with the 'dough disco', where they use their fingers to pinch and squash the dough, copying movements well.
- Staff have good relationships with parents and the on-site school. Staff from the nursery meet regularly with school staff to discuss children's learning. This

ensures a shared approach to supporting children's learning. Staff use a range of methods to communicate with parents. They talk to parents at the end of a session and send pictures of activities that their children are doing. Parents feel that they know what their children are learning in nursery.

- Children benefit from an interesting and well-balanced curriculum. Staff engage well with children and model good language skills to support children's play and experiences. However, at times, staff do not give children, especially the older ones, enough time to think and respond before moving on.
- Children's early literacy skills are well supported throughout the nursery. Children listen intently as staff read familiar stories to them. Older children build letters into words and know some of the sounds of the alphabet.
- Staff ensure that children learn new skills in readiness for their eventual move on to school. For example, during group time, staff encourage older children to put their hand up before speaking and to use their 'listening ears'. This helps to support children's listening and attention skills.
- Staff teach children good hygiene habits that help to support their good health. For instance, children learn to wash their hands before they eat. Mealtimes and snack times are a social occasion. Staff sit with children and engage in discussions about healthy snacks and food. Staff follow children's established routines efficiently. They know when babies need to sleep and arrange a safe and comfortable space for them to do so.
- Staff are aware of the impact that the COVID-19 pandemic has had on the children's learning. They consider this when planning to support children's learning further. They support children's personal and emotional development well. Staff exclaim with delight when children show them their work. Children beam with great pride with the praise they receive. This helps to build on children's self-esteem and confidence.
- Staff help the pre-school children become confident and skilled to explore mathematical ideas. During the inspection, pre-school children were encouraged to count out the correct amount of buttons for their snowman during an adult-led activity. The children showed great delight when they were able to match the correct amount of buttons to the number.

## Safeguarding

The arrangements for safeguarding are not effective.

The DSL and manager do not have a secure enough knowledge and understanding of the local safeguarding partnership's procedures to protect children's welfare. They do not know the correct procedures to follow should an allegation be made against an adult working on the premises. The DSL and the manager do not check that all staff have a secure, up-to-date knowledge of safeguarding. Some staff are not able to identify the signs that a child may be at risk of harm from wider safeguarding matters, including female genital mutilation and extreme behaviours. Staff are unable to recognise when information should be shared and reported so that children can be protected. The manager and staff carry out risk assessments of the premises and deploy themselves well to support children's needs. They

supervise children appropriately and maintain ratios at all times.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure that the DSL and the manager know the correct procedures to follow should an allegation be made against a member of staff	10/01/2022
ensure that all staff have received up-to-date safeguarding training	10/01/2022
ensure that the setting has an accurate safeguarding policy in place that details the correct procedure to follow should an allegation be made against a member of staff	10/01/2022
put systems in place to check that all staff have a secure knowledge and understanding of the signs that might indicate that children are at risk of harm, including wider safeguarding matters, such as the 'Prevent' duty guidance.	10/01/2022

## Setting details

<b>Unique reference number</b>	2562032
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10206759
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Whaley, Jane
<b>Registered person unique reference number</b>	2562031
<b>Telephone number</b>	07484722784
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Flying Gulls Nursery registered in 2019 and is based in the grounds of Mullion CP School, Cornwall. The nursery is open each weekday from 9am to 3pm, all year round. The owner is also the manager. There are five members of staff employed to work with the children, including the manager. All staff hold appropriate qualifications at level 3 and 4. The nursery receives early education funding to provide free places for children aged three and four years.

## Information about this inspection

### Inspector

Stephanie Ayres

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to discuss the curriculum intent.
- The inspector spoke with children and their parents to take account of their views.
- Two joint observations were carried out by the manager and the inspector and they discussed the quality of teaching and learning.
- A meeting was held between the inspector and the manager to discuss the leadership of the setting.
- The inspector reviewed some documentation, including evidence of staff suitability and qualifications, paediatric first aid, safeguarding records and policies.

We carried out this inspection 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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