

# Inspection of Flying Gulls

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

---

Inspection date: 8 March 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children are happy and demonstrate they feel safe. They arrive calmly and confidently and are greeted warmly by the friendly staff. With support, children explore the well-resourced environment and settle quickly to an activity. They benefit from a broad range of experiences planned by staff that help children to develop their skills and knowledge in good preparation for school. For example, two-year-old children learn to count and pre-school children confidently identify some written numbers and letters. They listen well to stories and enthusiastically join in with repeated refrains. Pre-school children are eager to make marks during activities and proudly show staff their attempts at writing their name.

Through positive praise and a respect for children's cultural backgrounds, children learn to be confident about who they are. Children who speak English as an additional language are welcomed by staff who use some key words in the children's home languages to help build their self-worth. Children are kind to each other and learn to use good manners. For example, they thank their friends for sharing items and grin while giving appreciative 'thumbs up' gestures.

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

- Since the previous inspection, the provider, who is also the manager, has worked hard to make improvements. She now meets all safeguarding and welfare requirements. The provider reflects on the organisation and layout of the setting to identify how to enhance children's experiences. For example, she has developed the area they use for group activities to reduce distraction and support children to focus better.
- Staff interact skilfully with children who require additional support for their communication and language skills, taking account of their individual needs. For instance, staff use visual prompts, get down to children's level to enable good eye contact, and speak clearly and simply. All children make good progress in their communication and language development. However, at times, some younger and less confident children receive less support to develop their thinking and speaking skills.
- Staff know the children well and assess them accurately. They form close relationships with children, such as offering them cuddles and playfully getting involved in their games.
- The provider and staff plan a broad curriculum that interests children and builds on what they know and can do. On occasion, staff's expectations for what children can achieve is too high. Consequently, some activities are a little too difficult and do not meet the learning needs of all children to engage and support them further.
- The provider takes account of information from school when planning the

curriculum to help children develop the key skills for the next step in their education. Staff are currently providing more opportunities for children to develop their hand strength and coordination to help them learn the physical skills needed for early writing. For example, staff encourage children to manipulate play dough using their fingers.

- Staff are encouraged to attend training to update their skills and knowledge. They comment on the positive relationships they have with each other and the provider. However, the provider does not monitor staff's practice as effectively as she could to help her tailor the support and coaching for staff's professional development. There are some inconsistencies in staff's practice, such as promoting children's independence.
- Parents speak positively about the setting. They feel staff know their children well and children enjoy attending and make good progress in their learning. Staff share information with parents to keep them informed about their children's development and advise them how they can help children to make further progress at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Following the last inspection, the provider has taken swift action to improve safeguarding arrangements and protect children from harm. All staff, including the provider and designated safeguarding lead, have updated their knowledge of how to identify and respond to concerns about a child's welfare. They understand the procedures to follow in the event of an allegation and can identify children who may be vulnerable to extreme views and practices. The provider and staff carry out risk assessments to ensure the premises are safe and secure for children. Staff are well deployed and supervise children closely at all times.

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

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

- develop the planning of activities to take account of all children's individual learning needs, to provide good challenge consistently and engage them further
- strengthen the curriculum for communication and language to provide all children with consistent support and encouragement to develop their speaking skills
- strengthen the monitoring, support and coaching for staff to provide greater consistency in their practice, with particular regard to helping children learn to be independent.

## Setting details

<b>Unique reference number</b>	2562032
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10218392
<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>	1 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Whaley, Jane
<b>Registered person unique reference number</b>	2562031
<b>Telephone number</b>	01326240585
<b>Date of previous inspection</b>	9 December 2021

## 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 7.30am to 5.30pm, all year round. The owner is also the manager. There are six members of staff employed to work with the children including the manager. Four staff hold appropriate qualifications at level 3 and 4. The nursery receives early education funding to provide free places for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider took the inspector on a learning walk to discuss the early years curriculum.
- The inspector spoke with children and parents to take account of their views.
- The provider and staff discussed with the inspector the day-to-day running of the setting and the policies and procedures.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and inspector observed an activity together to reflect on the impact of the curriculum.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022