

Polperro Nursery

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



Inspection date	27 September 2017
Previous inspection date	4 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The committee does not take an active part in managing the group. The manager and staff lack the support they need and take on additional responsibilities unrelated to their own roles. This reduces their effectiveness in their teaching and assessment of children.
- Management does not consistently ensure that Ofsted receives the required information about committee members to enable it to complete the necessary checks. This is also a breach of the Childcare Register requirements. However, there is no risk to children as the staff supervise children at all times.
- The manager does not ensure that staff organise activities to provide children with consistently effective challenges and support to their learning.
- Self-evaluation is not fully effective. The committee does not have a full overview of the nursery to ensure good and improving outcomes for children. The process for review does not include input from the committee or the views of parents. Although the manager and staff identify some areas for development, they receive limited support.

It has the following strengths

- Children settle well and enjoy being in the nursery. They have warm relationships with staff and feel secure.
- Partnerships with other agencies to support children's communication and language are effective.
- The close links with the local school enable staff to support children well when they move into school.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ establish the clear role and responsibilities of the committee, to provide effective support to the manager and staff to enable them to focus on and support children's day-to-day needs more effectively 	08/11/2017
<ul style="list-style-type: none"> ■ ensure that committee members follow the correct procedures to provide Ofsted with the necessary information to complete the relevant checks 	08/11/2017
<ul style="list-style-type: none"> ■ review and improve the organisation of staff, children and activities, to provide children with consistently challenging activities and support in their individual learning. 	08/11/2017

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

- develop robust self-evaluation procedures to include contributions from committee members and parents, to identify and address areas of weakness more effectively and improve outcomes for children.

Inspection activities

- The inspector held discussions with the manager, staff and parents.
- The inspector completed a joint observation with the manager.
- The inspector observed the manager, staff and children in their indoor activities.
- The inspector sampled children's development records and read the self-evaluation form.
- The inspector viewed the safety of the premises and looked at required documentation, including qualification certificates and evidence of staff suitability.

Inspector
Julie Wright

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff monitor children's progress reasonably well. They identify gaps in children's learning and take some positive steps to address these. For example, to increase support in boys' literacy development and to provide technology resources for children. However, the committee does not undertake all management responsibilities or respond well enough to address matters raised by the manager and staff, to improve the quality of teaching and learning. For instance, although staffing ratios meet statutory requirements, there is an increase in the number of younger children and a decrease in staff, limiting the staff's ability to meet all the children's needs effectively. The manager supports staff well and training helps to develop their skills further. For example, staff have increased their phonic activities to extend support in children's language development. Safeguarding is effective. The manager and staff have a secure knowledge and awareness of the child protection procedures to safeguard children's welfare.

Quality of teaching, learning and assessment requires improvement

At times, children make choices and show interest as they confidently move around. For example, older children enjoy the hospital role-play area. Children dress up and use a toy stethoscope as they examine their 'patient' and declare 'it's a splinter'. Younger children enjoy sensory play experiences, such as swirling their fingers through the water and cornflour mixture. Some activities work well, such as when staff select a smaller group of children for stories and songs. However, at other times, staff have a large group of children of varying ages and abilities, which does not meet the learning needs of all children and engage them well. For example, younger children lose interest as staff encourage older children to count and add up. Some children move away before the end of the activity, which is a distraction to others. Staff provide opportunities to share information with parents about children's progress. Parents and children enjoy borrowing books from the nursery to read together at home.

Personal development, behaviour and welfare require improvement

Staff support children generally well in their personal and social development. Children behave and respond well to staff. For example, they understand that they use their 'walking feet' indoors to help prevent accidents. Staff tend to the personal care needs of children promptly, to make sure they are comfortable and content. Although, on occasion this affects the levels of teaching support available. Not all activities support children to be motivated learners. Staff do not support children's self-esteem consistently well. For example, some children are keen to take part in an activity but staff disappoint them as they say it is not their turn until another day. Children benefit from regular outdoor play.

Outcomes for children require improvement

Overall, children make expected progress from their starting points and develop some skills for learning. For example, they understand the routines and are willing to join in. However, they do not receive the input they need from staff at all times to engage them in the activities so they benefit from the learning opportunities and achieve.

Setting details

Unique reference number	EY394466
Local authority	Cornwall
Inspection number	1071181
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	16
Number of children on roll	20
Name of registered person	Polperro Nursery
Registered person unique reference number	RP528472
Date of previous inspection	4 November 2014
Telephone number	07854703166

Polperro Nursery is a committee-run group. It has been established for over 40 years and re-registered at these premises in 2009. It operates from the Extended Services room at Polperro Community Primary School. The nursery is open Monday to Friday from 9am until 3.30pm in term time. Including the manager, there are three 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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