

Landulph Under Fives

Landulph Memorial Hall, Cargreen, SALTASH, Cornwall PL12 6NF



Inspection date	5 November 2018
Previous inspection date	1 December 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

The provision is good

- The new manager is committed to providing high-quality care and education for children. She has already identified many areas she would like to develop and has created targeted action plans to address them. For example, she is keen to introduce regular observations of staff's practice, to give more detailed feedback about their teaching and support their continued professional development.
- Since the last inspection, the manager and staff have worked hard to address the previous recommendations. For instance, they have used the information gained from training well, to develop children's knowledge of shapes and measurement. Children make good progress across all areas of learning, including mathematics.
- Partnerships with parents are good. The manager and staff routinely share detailed information with parents about upcoming planned activities and children's progress, and invite them to contribute to children's learning records.
- Staff know the children well and welcome them warmly at the start of each session. Children arrive confidently and settle in quickly, happy to see their friends and eager to start playing.

It is not yet outstanding because:

- The manager and staff do not plan or organise whole-group activities as well as they could, to engage the youngest children routinely and extend the learning of the older children as much as possible.
- The manager and provider are in the early stages of using a new system to monitor the progress of groups of children and do not successfully identify all patterns and gaps in learning.

What the setting needs to do to improve further

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

- review the organisation and planning of whole group activities, to ensure they fully engage the youngest children and extend the older children's learning as much as possible
- develop the system to monitor any patterns in groups of children's learning, to support staff to target any common gap areas.

Inspection activities

- The inspector observed children during whole-group, planned activities and in their self-chosen play, indoors and outside.
- The inspector carried out a joint observation with the manager to reflect on the quality of teaching and learning during a planned activity.
- The inspector spoke with children, parents and staff at convenient times throughout the inspection.
- The inspector held a meeting with the manager and provider, to discuss their processes and procedures to fulfil the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including staff's suitability checks, evaluation records and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a clear knowledge of how to identify and respond to any concerns about children's welfare. The provider follows robust procedures to ensure new staff are safe and suitable to work with children. Staff receive regular one-to-one and team meetings, where they discuss the children's progress and any training needs. The manager has many ideas for improvement. For example, she is keen to introduce regular reports of the children's progress to support even closer partnerships between staff and parents, to benefit the children's learning.

Quality of teaching, learning and assessment is good

Staff routinely observe the children to identify what they need to learn next. They thoughtfully consider the children's interests when setting out the available resources and equipment for children to choose from. For example, staff get out the bubbles, knowing the children like trying to blow, catch and pop them. Children very excitedly join in, showing a can-do attitude as they try to create bubbles. Staff are particularly good at promoting children's communication and language skills. For instance, they have developed their use of questioning effectively and provide children with plenty of opportunities to share their thoughts and ideas. Staff support children who have special educational needs very well. For example, they show them their full attention at all times, sit at their height to enable good eye contact and use signing when they speak. Toddlers enjoy using their own ideas to create games, such as concentrating hard as they try to collect conkers in the scoop of digger toys.

Personal development, behaviour and welfare are good

Staff are sensitive to each child's needs and are good role models. They use routine tasks and activities well to teach children to be independent. For example, during snack times and mealtimes, they help toddlers to pour their own drinks and dispose of their used plates. Staff effectively engage the older children in detailed discussion when they sit and eat together, to help develop the children's social skills and their confidence to share their thoughts and experiences. Children behave well. They are familiar with the daily routines, happily follow staff's instructions, and play together and with staff cooperatively.

Outcomes for children are good

Children gain the skills that prepare them well for the next stage in their learning and the eventual move to school. For example, older toddlers develop a keen interest in books and listen intently when staff read to them, joining in excitedly with the repeated lines. Pre-school children learn to hold a pen with control and make careful marks, such as writing the letters in their name and telling staff what they have drawn pictures of. Children are imaginative and act out what they know, such as asking friends to choose food from a 'menu' in the role-play kitchen.

Setting details

Unique reference number	102821
Local authority	Cornwall
Inspection number	10079760
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	17
Number of children on roll	11
Name of registered person	Landulph Under Fives Committee
Registered person unique reference number	RP520018
Date of previous inspection	1 December 2017
Telephone number	07718830149

Landulph Under Fives registered in 1991. It operates near Saltash, Cornwall and is open Monday to Friday from 8.30am to 3pm, term time only. The setting receives free early education funding for children aged two, three and four years. There are five members of staff. Of these, two hold qualifications at level 6, one holds a qualification at level 3 and one is qualified to level 2.

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