



Little Lizards

Inspection report for early years provision

Unique Reference Number	EY333171
Inspection date	06 July 2006
Inspector	Nicola Jayne Pascoe
Setting Address	Landewednack Cp School, Beacon Terrace, The Lizard, HELSTON, Cornwall, TR12 7PB
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Registered person	Little Lizards - Landewednack C. P. School
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Lizards Children's Centre Day Nursery opened in 2006. The setting is run by the Governors of Landewednack County Primary School. It is situated in its own purpose built premises to the rear of the school in the rural village of The Lizard, in Cornwall. A maximum of 16 children may attend the nursery at any one time. When the out of school club is operating the children also have use of the school hall, and therefore a maximum of 32 children may attend at any one time. The centre is open

each weekday from 08:00 until 18:00 for 51 weeks of the year, excluding Bank Holidays. All children share access to a secure enclosed play area.

There are currently 26 children aged from three to under eight years on roll. Of these, six children receive funding for nursery education. Children come from surrounding villages in the local area.

The nursery employs four staff. All staff members have early years or play work qualifications to National Vocational Qualification (NVQ) Level 2 or 3. Two members of staff are currently working towards a qualification. The setting receives support from the Local Authority Family Services, school staff and Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well as they benefit from following clear and consistent hygiene routines. Children wash their hands regularly and at appropriate times, for example before snacks and meals and after messy play. Hands are dried on individual paper towels, which are disposed of immediately. Children's awareness and understanding of why following such practices has a positive impact on their health and is enhanced through discussion and good examples set by staff. Children have use of clean premises, toys and equipment. They are provided with healthy and nutritious meals and snacks, which are supplied in sufficient quantities to meet their growing needs. Food is stored, prepared and served in areas that are clean and hygienic. Fresh drinking water is readily available. Children are able to help themselves as and when they are thirsty and staff remind children to drink regularly, particularly in hot weather.

Children are able to play outdoors each day to enjoy fresh air and physical exercise. They run, jump, balance, ride bikes and play games outdoors. They use a large, level and secure designated outdoor play area. Children move confidently and with control. They move freely in a safe indoor and outdoor environment. There is safe storage for children's medication, which is administered as required, in agreement with parents. There is a sufficient number of staff who have completed paediatric first aid training. Accident records show that injuries are treated appropriately and that parents are kept informed. Suitable procedures are followed to care for sick children and prevent the spread of cross-infection. Children who feel unwell during their time at the centre are monitored effectively and cared for sensitively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children benefit from the use of a new purpose built children's centre unit, which is child-orientated, welcoming, safe and secure. Rooms are organised well to provide comfortable areas for children to rest and play. Toys and resources are readily

accessible, as they are kept in low storage units, which are clearly and appropriately labelled. The premises are light, bright and tidy, which enables children to move freely and safely indoors. There are appropriate systems in place to ensure that children are collected by authorised persons.

Children use age appropriate safety equipment to support their development. For example, a suitable range of scissors are provided to support the safe development of cutting skills. Written risk assessments are followed to maintain children's safety at all times. The premises and equipment are checked daily to ensure they are safe for children's use. Clear child protection procedures are shared with parents and followed well by staff, who demonstrate confidence in their ability to identify, record and report concerns appropriately. Children, visitors and staff entering and leaving the premises are monitored effectively. Suitable emergency procedures are in place and children practise fire drills on a regular basis.

Helping children achieve well and enjoy what they do

The provision is good.

Children are actively involved in a wide range of worthwhile and purposeful activities. All children are fully included as staff have a good knowledge of individual abilities. For example, staff provide sufficient levels of challenge and a suitable range of tools, for children attempting to use the scissors to cut out different shapes. All children enjoy time to play individually and as part of a group. Staff offer appropriate levels of support and interaction, praise and encouragement.

Children enjoy a broad and balanced curriculum of activities, which promote the stepping stones. Children follow well planned themes and activities, which are adapted to suit the varying ages attending. They are occupied at all times. A familiar daily routine is followed, which provides children with a sense of security. Children participate in enjoyable and age appropriate opportunities to play and learn. They freely access a wide range of toys and resources and are also actively involved in a varied range of planned, adult-led activities.

Nursery education.

The quality of teaching and children's learning is good. Children enjoy a broad and balanced curriculum, which promotes all areas of learning effectively. They are able to develop their independence, as resources and toilet facilities are freely accessed. Children are well behaved, polite, kind and considerate to others. They listen and concentrate well at group discussion time. They are eager to share ideas, experiences and beliefs. Children handle books carefully and use them regularly for reference and personal enjoyment. Children count confidently as part of daily routine activities. Some children are beginning to add and subtract. They regularly use mathematics to solve problems during adult-led activities.

Children enjoy regular planned opportunities to explore their own and different cultures. For example, they explore the local environment and their links with the sea. They have recently visited the life-boat station. Children write and send postcards to their family. They are confident in their use of scribing to communicate with others.

However, there is no evidence that children routinely label their own work and children's written work is not prominently displayed. Children participate enthusiastically in a planned group activity to explore 'floating and sinking'. They attempt to predict what will happen to each object and they demonstrate high levels of interest and curiosity. A good range of both natural and man-made materials are provided for children's use. Staff effectively promote the further development of children's language skills through all activities.

Detailed planned activities provide a broad and balanced range of experiences to promote children's learning. Children are sufficiently challenged and encouraged. Observation and assessment records clearly demonstrate that children are making good levels of progress along the stepping stones. Realistic targets are set for children. These targets are regularly reviewed. Staff plan age appropriate activities and provide suitable tools and materials, to enable them to develop these specific skills. Staff demonstrate a natural ability to provide stimulating and engaging opportunities for children to learn through their play. Staff are skilful in their use of time and resources to engage children fully. They use interesting materials and resources, such as hand puppets and musical instruments to enable children to be actively involved in storytelling. Children make good use of the outdoor environment to develop their physical skills and learning. They follow a daily routine discussion session to plan and review their achievements. Staff respect children's individual abilities and provide high levels of praise and encouragement for their efforts. Children's ideas and suggestions are valued and are used to promote further learning opportunities.

Helping children make a positive contribution

The provision is good.

Children separate from their parent/carer with ease. They are confident, settled and happy. They have formed strong and trusting relationships with staff and other children. Children follow familiar daily routines which foster a sense of security and belonging. Staff ensure specific needs and preferences are identified, respected and met appropriately. Staff are good role models and children respond well to follow their examples. As a result, they are polite, kind and helpful. Children explore and celebrate their own and different cultures, beliefs and abilities through planned activities. For example, children have recently visited the life-boat station and are exploring the roles of people in the local community. They have free access to a wide range of resources which promote a positive understanding and awareness of different cultures. However, they do not have access to a sufficient range of visual aids or resources, with which to promote a positive awareness and understanding of people's differing abilities.

The partnership with parents is good. Staff are fully aware of the importance of sharing information regularly with parents and of how this positively impacts on children's well-being at the centre. Staff share good levels of information with parents verbally each day and also share records of achievements formally on a regular basis. However, staff do not obtain information from parents regarding what children know, understand and can do on entry to the setting. The parent notice board

displays useful information and there is a good range of written policies freely available. A prospectus and newsletters are provided for all parents. The centre fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are well cared for by suitably qualified and experienced staff. Staff are committed to further training and development. They are proactive in ensuring they deliver high standards of care and education for children attending the centre. As a result, children are relaxed, independent and well motivated. A key worker system is in place and is effective in ensuring that children's individual needs and preferences are identified and met appropriately. Children benefit from the staff's ability to provide a well-organised and safe environment. Staff are confident and competent in their roles and responsibilities. The centre follows robust recruitment and vetting procedures. Effective contingency arrangements are in place to provide emergency cover. Clear registration systems are used to show that adult to child ratio's are met at all times. Documentation is stored securely and confidentiality is maintained. Staff demonstrate an awareness of the importance of updating records regularly and of storing these records for an appropriate length of time. Support is actively sought and welcomed from external agencies.

The leadership and management of the setting is good. The head teacher sets clear directions, leading to improvements in the organisation of nursery education and the outcomes for children. The provision is managed and monitored effectively. There are good levels of support for staff and as a result they are confident and competent. Staff are skilled childcare practitioners, who work effectively together as a strong and committed team. The centre promotes an inclusive environment in which every child matters. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide children with opportunities to develop a positive awareness and understanding of people's differing abilities

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage children to routinely label their work and display children's written work prominently, in order for it to be shared and valued by others
- develop and implement systems to obtain information about what children know, understand and can do on entry to the setting.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk