

Lyndon Methodist Nursery

Inspection report for early years provision

Unique Reference Number	250090
Inspection date	23 November 2007
Inspector	Lucy Showell
Setting Address	Lyndon Church Centre, Melton Avenue, Solihull, West Midlands, B92 7QX
Telephone number	0121 743 5608
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Registered person	Lyndon Methodist Church Nursery
Type of inspection	Integrated
Type of care	Full day 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?

Lyndon Methodist Nursery opened in 1992, although as a playgroup it has existed since 1972. The nursery operates from various rooms in Lyndon church hall in Solihull and is owned by the Committee of Lyndon Methodist Church. A maximum of 35 children may attend the setting at any one time. The nursery opens five days a week from 08.00 to 15.00 in school term time. All children have access to an outdoor play area.

In the nursery, there are currently 61 children on roll. Of these, six children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities.

There are 11 part-time staff at the setting. Of these, five, including the managers hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to understand and learn about the importance of personal hygiene through discussions and the daily routines. Many of the older children are independent in their personal care. For example, children automatically clean their hands with soapy water 'to wash away the germs'. Children's overall health and welfare is promoted through the effective policies and procedures in place. They are protected from the spread of infection because staff implement good hygiene procedures such as cleaning and sterilising equipment after use. Children stay healthy because the staff follow their illness policy, which is shared with parents, however written records for medication lacks some detail.

Children have their health and dietary needs met because individual requirements are recorded by parents on the registration forms and this information is used. For example, staff check records before preparing meals and have good awareness of any special dietary requirements or allergies children may have. Children choose from a range of healthy foods at snack and meal times and have free access to drinks throughout the sessions.

Children enjoy regular opportunities to develop physical skills. Fine motor skills are developing well as they take part in general activities. For example, at the craft table children select a range of resources to make colourful collages. Children develop good hand-eye coordination as they build with construction bricks and draw around stencils. They are encouraged by staff to try new skills like throwing and catching beanbags, pedalling the bikes and balancing on beams. Children negotiate around each other and coordinate movements safely as they 'warm up' before exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is effectively promoted through the staff's good knowledge and pro-active skills with regard to safety. They are supervised well and encouraged to learn about their own and others' safety through gentle reminders during play. Regular risk assessments are carried out to ensure children are safe to use equipment and any resources which are broken are mended or discarded. Although there is a security door at the front of the building, children are not always secure as access to the rooms used is not fully restricted.

Effective procedures are followed with regard to outings including obtaining written parental consents and maintaining high adult:child ratios. Children enjoy varied activities in the well-organised space available. The play areas are large enough to give scope for free movement and there are different areas for separate activities. For example, floor space allows children to express themselves in various 'Small World' and role play activities, tables offer places for creative and more structured play, whilst cushions in the book corner are appropriate for rest and quiet times.

Children are protected from harm through the staff's valuable knowledge of child protection issues. Staff have good awareness of their role and the person with responsibility for child protection has a clear understanding of the procedures to follow if there are concerns regarding a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop good confidence and positive self-esteem through free access to a good range of resources. Their independence is promoted as they select the activities and opportunities which extend their learning through play. Children interact well with each other as they act out scenarios and take up different roles in the home corner, sit quietly to look at books together and work together to tidy up. Children build effective relationships with the staff who are welcoming, enthusiastic and value children's responses and ideas. The key worker system and high adult: child ratio promotes children's development.

Nursery Education

The quality of teaching and learning for children who receive funding for early education is good. All children are making steady progress through the stepping stones towards the early learning goals. Children's learning is promoted because staff have a secure knowledge of the Foundation Stage curriculum. They have developed some effective planning systems which are facilitated through good use of space and the wide range of stimulating resources.

Focused and incidental observations are carried out to assess children's achievements although these are not used fully to plan opportunities for individual children. Plans are devised with regard to current themes, festivals and special events and incorporate a range of activities and experiences to promote children's overall development. However, these do not clearly show the staff's knowledge of how opportunities for children's learning arise from everyday events and routines. Staff work well with the children extending learning through good questioning and support and giving children time to express and explore at their own pace.

Children demonstrate self-confidence and self-esteem as they enjoy opportunities within the daily routines. They sit well at circle time as they talk about the teddy and listen intently as one child shares information from the teddy's diary and explains how the teddy uses a toothbrush to clean his teeth and flannel to wash his face. They express themselves well and like to try new experiences as they do their own register and mark their names to show they are present.

Children are developing early writing skills as they make shopping lists in the role-play area, 'write' their names or use a stencil at the writing table and recognise their names as they select sticky labels to identify their work. During a focused session, they show awareness of initial sounds as they select items from a 'feely bag' and state the sounds and name of the items with support. Children learn to handle the books carefully and to relate and extend stories through acting them out and retelling stories using puppets and props.

Mathematical development is promoted in the role-play toy shop as children select items and count money to pay the 'shopkeeper'. Staff support as the 'shopkeeper' sorts the coins and notes into sections in the till and then gives some change. In the construction area children talk about the different shapes and select particular pieces to make animals and people and then compare and discover which is the biggest, tallest and widest.

There are good opportunities for children to investigate, ask questions and identify some features of living things. They find out about their local environment as they look at photographs of themselves standing by a tree outside and compare similarities, patterns and changes as they talk about the different seasons and weather. They explore colour, texture and shape as they use their hands, rollers and cutters to mould play-dough into recognisable shapes and talk about what they have made and how it feels.

Helping children make a positive contribution

The provision is good.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's sense of belonging is promoted by the dedicated and caring staff at the setting. Children with learning difficulties and/or disabilities are nurtured by staff who have a good understanding of their needs and intervene appropriately. The written statement has regard to current legislation and children's implemented individual plans ensure each child progresses well.

Children are well behaved and respond well to the boundaries set. Positive methods of behaviour management promote children's responsibility of their own actions. They share space and resources well and learn about maintaining their environment as they help to tidy up after play.

Children have good self-care skills and are most are independent with toileting and personal hygiene. Children's independence is further developed as they select resources for themselves from portable storage units. There are many opportunities for children to express their ideas, thoughts and feelings during general discussions and play. They respond well to staff's open ended questions and extension of ideas within daily routines.

Children's awareness and understanding of the diverse community is developing well. Their diversity is recognised through good access to a variety of activities and resources and through opportunities to celebrate a range of festivals and special occasions.

Partnership with parents and carers of children receiving funding for nursery education is good. Children benefit through the positive relationships between parents and staff and the two-way flow of information. Parents are invited into the nursery before their child starts, to share information which is used to assess the children's starting place for new learning. Ongoing verbal and written communications, such as newsletters, are shared with parents and they are invited to visit the setting at any time to discuss their child's progress. Parents are informed about their child's development through receiving 'wow' cards which detail particular achievements. They are involved in their child's learning by bringing in requested items from home which link with topics.

Organisation

The organisation is good.

Overall, provision meets the needs of the range of children for whom it provides.

Space is organised well to ensure children access a good range of fulfilling opportunities and experiences. Children's health, safety, enjoyment, achievement and ability to make a positive contribution is promoted well through the implemented policies and procedures that work well in practice and are updated in line with current guidance. Staff deployment and a high adult:child ratio positively supports children's care, learning and play. The grouping of children at focused times contribute to children's ability to fully take part in the setting.

The quality of the leadership and management of the nursery education is good. Dedicated and caring staff are committed to offering good quality care and education. They attend relevant training to update knowledge and skills, and performance management systems ensure that children are nurtured and protected by suitable adults. The group assesses their own strengths and weaknesses through successful monitoring and evaluation of practice to ensure children's

progression towards the early learning goals is actively promoted. There are good links between the nursery and local school which supports knowledge and understanding of the individual children who attend both, and aid future transition into reception class. The staff at the setting state that they feel they 'provide a loving, caring and stimulating environment that the children are happy to be in, ensuring that they feel safe and secure and have a positive approach to all new experiences that they are offered in the nursery environment'.

Improvements since the last inspection

At the previous care inspection the setting received two recommendations. They were asked to maintain the room temperatures and conduct risk assessments. Staff have addressed both issues as measures are taken to ensure the room is comfortable at all times and daily checks are carried out to ensure risks are minimised.

At the previous education inspection the setting were given two key issues.

The first asked to develop opportunities for numeracy skills. This has been improved as children enjoy activities to help extend their understanding of number and simple problem solving within the daily routines and practical activities such as counting and estimating how many items are needed at snack time.

The second asked to improve free play and circle times. Children access a wide variety of different play opportunities as they self-select throughout the session and enjoy focused sessions in key groups and 'class' groups.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- ensure that details of medication are recorded appropriately
- ensure there is an effective system in place for managing access to the areas used by the children.

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):

- extend written plans to show knowledge of how opportunities for children's learning arise from everyday events and routines
- develop the use of written evaluations to enable staff to provide opportunities appropriate for individual children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk