



Lutley Kindergarten

Inspection report for early years provision

Unique Reference Number	258824
Inspection date	02 October 2006
Inspector	Jackie Nation
Setting Address	Lutley Community Centre, Brookwillow Road, Halesowen, West Midlands, B63 1BU
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Registered person	Lutley Community Association
Type of inspection	Integrated
Type of care	Sessional 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?

Lutley Kindergarten opened in 1984. It is situated in the Lutley Community Centre, next door to Lutley Primary School, Halesowen. All children share access to a secure outdoor play area. The Kindergarten serves children who live in the local and surrounding areas.

A maximum of 24 children attend each session and there are currently 48 children from three to five years on roll. Currently all children attending receive funding for nursery education. The setting supports children with disabilities and children who have English as an additional language.

The kindergarten is open five mornings each week and sessions are from 09:15 until 11:45 and Tuesday and Thursday afternoons from 12:30 until 15:00 during school term times.

Four staff work with the children. Three staff have relevant early years and childcare qualifications. The setting receives support from the early years advisor and the Dudley Local Authority early years team. They are members of the Pre-School Learning Alliance and hold the bronze level of the Quality Assurance Award 'Growing Together'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding about good hygiene practices through well-established routines. They wash their hands after messy play, after using the toilet and before snack time. Children are keen to show their awareness of these routines and often wash their hands before going into the café without prompting.

Children's health care needs are supported very effectively with detailed policies and procedures which work in practice. For example, if they require medication, have an accident or become unwell. Good arrangements are in place to minimise the risk of cross infection. Staff implement effective and consistent hygiene procedures such as cleaning toys, table tops, keeping food preparation and bathroom areas clean. Children play and are cared for in an inviting and clean environment.

Children are well nourished as they are provided with a nutritious, appetising range of healthy snacks and drinks. They are able to help themselves to drinking water throughout the session and enjoy healthy snacks such as fresh fruit, raisins and vegetables at snack time. Snack times are a sociable occasion as children choose their snack from a café style system. They sit with their friends and chat when they choose to take a break from their play. Children's individual dietary needs are well met as these are discussed with parents and information about cultural and individual needs are recorded.

Children's physical development is promoted as daily routines and activities ensure a good balance of energetic play and opportunities for quiet time. Children have very good opportunities to be involved in a variety of healthy exercise both inside and outside. A 'free flow' system of play encourages children to use the outside area as if it were an additional room. They become increasingly aware of the way activity affects their bodies. For example, they feel their heart beating and talk about their muscles. This helps to contribute to a healthy life-style. Children have a good awareness of space and they competently use a wide range of small and large equipment, for example, scissors, paints brushes, play dough cutters, bikes and scooters. Effective planning by staff ensures that children are able to practise complex skills, for example, throwing, catching, jumping and skipping. As a result children enjoy playing outside during each session, this helps develop their co-ordination, balance and confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment which is effectively organised. This meet's children's needs, promotes their development and helps them move around safely.

Storage boxes are clearly labelled with pictures and smiley faces which enable children to make choices regarding their play. Children access a good range of suitable toys and equipment which provide a good level of challenge and are appropriate to their age and stage of development.

Staff have a good awareness of how to ensure children's safety by carrying out daily checks on the areas used by children. Staff are vigilant, deployed effectively which means that children are supervised well at all times. Access to the kindergarten is closely monitored and all visitors are requested to produce identification before entering the building. However, a written risk assessment has not been completed to identify areas of concern and action to be taken to minimise risks to ensure children are fully safeguarded.

Children's welfare and well-being is fostered and children learn how to stay safe through a range of routines and planned activities. Staff regularly reinforce and consolidate children's understanding. For example, staff remind children about not running around the playroom, in case they have an accident or hurt themselves. Topics such as 'People who help us' develop children's awareness of the police and fire service and their role in promoting safety. Children are familiar with the emergency evacuation procedures.

Children are cared for by adults who have relevant experience, knowledge and skills. Staff demonstrate a good understanding of child protection and their role in reporting any concerns to the relevant agencies. Staff have attended child protection training. They are familiar with the signs and symptoms of abuse and this ensures children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in kindergarten, they arrive happy and eager to play and learn. Good emphasis is placed on children's personal, social and emotional development. All children benefit from good interactions with staff who are interested in what they say and do and who give them praise and encouragement. Staff respond promptly and with genuine interest to children's questions and conversations about their homes and families. This helps children feel valued and settled. Those who are new to the setting are helped to settle by staff who are sensitive towards their individual needs. Staff develop children's confidence by warmly greeting them on arrival. They encourage children to join in discussions at registration time and help them to get to know the other children and become familiar with the routine. Staff have a good understanding of the range of experiences and activities which enable all children to make good progress in all areas of their learning and development.

Children are interested and engaged in their play and make choices from a wide range of well-organised and stimulating resources which enhance their development. Children are relaxed and comfortable with staff and will happily engage them in play or conversation. Staff encourage the children to be interested in what they are doing and motivated to learn. Children play well together, they are learning to share, take turns and have respect for other peoples feelings. Children benefit from a key worker system as staff plan focused activities according to children's age, stage and ability.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage and implement this effectively by planning relevant play and learning experiences that cover all six areas of learning. Plans show clear links to the early learning goals, stepping stones and intended learning outcome. Staff work together effectively to create an environment which is stimulating and ensures that children are meaningfully engaged. Information gathered from parents at the admission stage helps staff to plan an initial educational programme for children.

The rooms and resources are well organised, toys and resources are accessible and stimulate children's interest in learning. Children are able to self-select activities, develop independence and take responsibility. Good staff interaction and effective staff questioning helps children to persevere with tasks, consolidate their learning and promote further discussion. Staff initiate more focused activities to observe children in their play and extend their knowledge and understanding. Observations of children are used to identify individual learning needs and to plan the next step in children's learning. This allows children to move along at a pace suitable to them and helps them make good progress. Observations are also used to complete assessment profiles and children's progress and attainment records are shared with parents.

Staff with responsibility for special needs have a sound knowledge of the procedures and have developed good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of the setting and make good progress. Good consideration has been given to sources of support for children who speak English as an additional language.

Children relate well to each other, they are developing their confidence and self-esteem and beginning to learn right from wrong. Staff manage children's behaviour well by helping them to understand what is expected of them in terms of acceptable behaviour. They create an environment that sets, explains and maintains clear and consistent boundaries. Children's behaviour is good and they are learning to share, take turns and take part in group activities.

Children make good progress in all aspects of communication. For example, speaking, listening, reading and writing. Children have regular opportunities to recognise their own name and practise mark making skills. For example, in the writing area, writing their name on their work, using sand trays, tracing and dot to dot activities. Children speak confidently in groups, for example, during registration and individual situations. Children enjoy looking at books which they access independently and they listen to stories attentively. Story times are supported by staff who demonstrate good skills in story telling techniques and some children are able to predict what happens next. Children also have opportunities to visit the school library each week and take a book home to share with parents.

Children are beginning to see connections and relationships between numbers. They are encouraged to show an interest in numbers and enjoy many activities to develop their skills in counting. They sing songs such as 'Five currant buns' which introduce them to the concept of counting back as they calculate how many buns are left. Regular routines develop children's awareness of simple number operations for example, counting the number of children and staff during registration and circle time. Staff use positional language such as, in front, behind and next to and talk about more and less, big and small to help children compare size and quantity.

Children know about the uses of everyday technology and are given time to develop their senses and investigate a wide range of materials. For example, sand, water, play dough and cooking activities. They are able to explore objects using a magnifying glass, they are interested in how things work. For example, magnets and they learn how to operate a variety of equipment. For example, the zoom video and computer. Children enjoy being creative and playing imaginatively, they paint, make models, play with puppets and use musical instruments. Children are involved in discussions about special events in their own lives, for example, their visits to 'big school' their new teachers and their uniform.

Children enjoy a wide range of activities that help them to develop their confidence and physical skills. Children move around imaginatively, safely, showing control and co-ordination. Children use a range of small and large equipment well and pedal bikes competently. Children persevere with activities, for example, practising using scissors, threading, working out how to ride a scooter, balance and keep upright all at the same time. They use a variety of different materials, painting and printing techniques to develop their creativity and imagination. Collage materials are freely available for children to develop their own creations. They explore colour as they mix paint together and observe the changes. The home corner and role play is a daily feature and a variety of different scenarios such as a travel agents are planned to stimulate children's interest.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who value and respect them as individuals. All children are welcomed into the setting and staff get to know children well. They liaise closely with parents and are aware of children's individual needs and preferences. Children develop a positive attitude to others and an understanding about the wider community. Resources positively reflect different cultures and disabilities and children learn to treat each other kindly. Staff have a good understanding of the Special Educational Needs Code of Practice and its effective implementation.

Children behave well, they listen and respond positively to gentle reminders from staff. They help to tidy the toys away after use and work together to achieve this task. Staff are positive role models to children, they are polite, caring and courteous. Children learn to negotiate as they take turns with a specific toy or play in a particular area. Staff give children lots of praise and encouragement for good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. A key worker system helps children, parents and staff to get to know each other. There are good systems in place for sharing information about the setting policies and procedures and keeping parents informed of their child's progress. Parents receive information about the curriculum guidance for the foundation stage and reference is made to the early learning goals and the six areas of learning. However, parents are not always aware of how they can be involved or contribute to their child's learning at home to enable them to support their learning more effectively.

Organisation

The organisation is good.

Children play and learn in a welcoming and well organised environment. Staff are friendly and approachable, they make children feel happy, settled and secure. They are aware of their roles and responsibilities in promoting the welfare and development of all children in their care. Staff have a good understanding of the setting's policies and procedures and are effective in their implementation. Children benefit from being cared for by an experienced and committed staff team who work together with enthusiasm.

Leadership and management of the nursery education is good. This contributes to children making good progress towards the early learning goals. Meetings are held regularly to ensure all staff are included in planning the educational programme and are able to contribute ideas for children's learning. As a result activities are varied, imaginative, fun and stimulate children's interest. An appraisal system is in place to monitor staff practice and relevant training is provided to develop their skills, knowledge and understanding. Staff are committed to developing and improving all areas of their practice and the quality of care and education for all children. The provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the last care inspection the provider agreed to review recording procedures for children's attendance, the complaints procedure to provide parents with details of how to contact the regulator, the medication procedures, incident recording and to make sure all children are familiar with the fire drill procedures. Two key issues were identified at the last nursery education inspection. To maximise learning opportunities through everyday routines and provide more opportunities for children to show an interest in books and how text works.

The setting have made good progress in addressing the recommendations and key issues from the last inspection. Children are aware of emergency evacuation procedures as these are discussed and practised with the children on a regular basis. Documentation has been reviewed with regard to recording children's attendance, information is shared with parents relating to making a complaint, effective procedures are in place when staff administer medication and incident records are maintained accurately. The setting has effectively addressed the key issues with regard to nursery education and children are provided with many learning opportunities throughout the session to develop confidence, independence and take initiative by selecting their own resources and serving themselves in the café. Children were observed making good use of the comfy book area, they handle books with confidence and enjoy listening to stories. Staff help children to identify some of the features of books through effective teaching strategies. Overall, the completion of the recommendations and key issues improves outcomes for children and the organisation of the provision.

Complaints since the last inspection

Since the last inspection, 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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- conduct a risk assessment of the premises and ensure it is reviewed if there are any significant changes.

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):

- develop the procedures for sharing information with parents to help them be involved or contribute to their child's learning at home.

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