

Longton Ladybirds Nursery School

Inspection report for early years provision

Unique Reference Number	309375
Inspection date	19 March 2007
Inspector	Ann Lee
Setting Address	Longton Ladybirds, 45 School Lane, Longton, Preston, PR4 5ZA
Telephone number	01772 612 101
E-mail	
Registered person	Longton Ladybirds Nursery School
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?

Longton Ladybird's Nursery School is run by a committee and it is registered to provide sessional care for a maximum of 20 children aged between two and five years. The nursery operates from the tennis club in the village of Longton. Children play in a large hall and there is also a fully enclosed outside play area.

The nursery school operates on Monday from 09.00 to 12.00 and from 12.45 to 15.15. On Tuesday to Friday the sessions are from 09.00 to 12.30. Some of the sessions run specifically for children aged three to five years of age. The children attending the nursery live in the village and surrounding areas. There are currently 40 children on roll and 24 of them receive funding for education. The group supports children with additional needs or disabilities and those who speak English as an additional language. There are six staff members including an administrator. Four members of staff hold Level 3 childcare qualifications and one is working towards a qualification. The setting receives support from the teacher team in the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a warm, bright and clean environment where staff take good steps to keep them free from infection and cross contamination. For example, they use anti-bacterial spray to clean work surfaces and tables, use plastic table cloths at snack time and ensure that the premises, including the kitchen and toilets, are cleaned thoroughly each day. Staff are trained in basic food hygiene so that they understand about the safe preparation and storage of food and they also use disposable gloves when preparing and serving food and when changing nappies.

Children learn how to keep themselves healthy because they learn about dental care from the dental promotions worker and they are encouraged to wash their hands appropriately. However, although their independence is encouraged because they can use the toilet independently, staff have to help them to use the soap as it is stored out of their reach.

Staff prepare a healthy snack of fruit, wholemeal toast, breadsticks or cheese and crackers during the session and jugs of water and mugs are left out so that children can quench their thirst at any time. Children learn about healthy eating through discussion, stories and during cooking activities.

Children are safeguarded in the event of accidental injury or sickness because the staff are trained in first aid, there is a fully stocked first aid box and all of the necessary documentation, such as accident and medication records are completed correctly. Parents are given information about the sickness procedures and about infectious diseases so that they know when to keep their children at home to prevent the spread of infection in the setting.

There are daily opportunities for children to develop their physical skills. They play outdoors in all weathers where they ride wheeled toys, throw balls, hoops and bean bags, balance on blocks and enjoy parachute games. Indoors they dance and exercise to music and sometimes staff take them to the local school where they can use the climbing, balancing and games equipment. Children also practise their small motor skills when painting, making models, building with different construction, manipulating dough, puzzles and small world toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, bright and child friendly environment where they feel that they belong because the walls are decorated with their art work and photographs of them at play. They are secure in the setting because the door is always locked and visitors are well monitored. Staff are trained in health and safety and they follow their policies and procedures to ensure that children are well supervised and safe. For example, there is a 'Hot Drinks Policy' which is displayed near the kitchen so that staff are reminded not to take their hot drinks to the areas used by the children in order to prevent accidental injury. Children are safe on outings because staff carry out a thorough risk assessment before each trip and a ratio of one adult to two children is maintained. The fire officer visits regularly to ensure that the fire fighting equipment is maintained and children learn how to keep themselves safe in an emergency when they practise the fire drill.

There is a wide range of stimulating and interesting toys and equipment which is suitable for the ages and stages of development of the children. The space is well organised to allow children continuous access to the resources so that they can make choices about what they play with. The areas for play are clearly labelled and toys and equipment are set out in low level containers and on shelves within easy reach of the children.

Staff complete training in safeguarding children and they have a good understanding of their roles and responsibilities in relation to protecting children from harm. All of the necessary policies, procedures and emergency telephone numbers for Social Services are available so that staff can seek help and advice if an issue arises.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle in quickly because staff are friendly and approachable and they find out about their likes and dislikes from parents so that they can meet their individual needs. An effective key worker system is in place and this helps children to feel secure in the setting and promotes continuity of care. The experienced staff have done training in the 'Birth to three matters' framework and the 'Foundation Stage' curriculum so that they have a good understanding of how children learn and develop. They use themes such as 'Food' or 'Our Village' to plan a range of interesting and stimulating activities which help children to make good progress in all areas of development. Children enjoy stories, songs, arts and crafts, role play and games based on the theme. For example, they help to draw a large map of the village so that they learn to understand about their local community. They also visit the local supermarket and the library and note where they are situated on the map.

There is a basic routine to each session which includes time for stories, circle time, focused activities, free play and outdoor play. However, the routine is flexible to take account of the children's interests and changes in the weather. There is a cheerful, friendly atmosphere in the group and children are well behaved and happily occupied. Staff treat the children with respect and they spend time talking to them, listening, reading stories and joining in their play.

Nursery Education

The quality of teaching and learning is good and staff use suitable assessment methods to monitor children's development. Staff have a good understanding of the Foundation Stage curriculum and children are making progress towards the early learning goals. Children are happy and interested in their play and they explore their environment with confidence. They are encouraged to go to the toilet by themselves, pour their own drinks and put on their coats so that they become more independent. There is a key worker system in place and this helps children to develop close relationships with the staff, promotes their self-esteem and helps them to feel secure and settled in the group. During planned activities, such as story time the children are grouped appropriately to take account of their ages and stages of development so that they make good progress. Children enjoy a good variety of self chosen and focused activities and staff intervene appropriately to extend their play and learning. The space, resources and time are well organised to support children's play and learning.

Children are confident and independent and they enthusiastically take part in group activities, such as singing, circle time and parachute games. The play areas are set out creatively to provide continuous provision of many activities, such as sand and water, painting, construction, role play and book corner. This encourages children to become more confident as they independently

move between the different areas and make choices about what they do in the group. There is a friendly, relaxed atmosphere in the setting and children play well together. They are well behaved and show kindness towards one another as they share and take turns. Staff display photographs of the children enjoying their play and examples of their art work. This helps children to feel a sense of belonging in the group and promotes their self-esteem.

Children are developing good language and communication skills because staff engage them in purposeful conversation, read stories and encourage them to sing songs from memory. There is a wide selection of books which children enjoy looking at and they also visit the library. There are many examples of writing on display so that children become familiar with the written word. Areas for play and boxes of toys are labelled and children learn to recognise their names above their coat pegs and on name cards which are used at snack time. They practise their mark making skills using a wide variety of writing materials. For example, they develop more control of their hands by writing letters in sand using a paint brush.

There are examples of numbers in the wall displays so that children become familiar with numerals. Staff take opportunities to encourage children to count and recognise numbers and they can count to ten with confidence. They sing counting songs, such as 'ten green bottles' and they learn numerical terms during their play. They weigh and measure ingredients during baking activities and talk about the changes which take place during cooking.

Children's creativity is promoted through an interesting and varied range of activities. They explore a range of materials, such as sand and water, paint, gloop and cooked spaghetti and staff also provide opportunities for children to handle natural objects, such as cones, shells and pebbles. Children can freely access a good selection of materials in the creative area so that they can make models and collage pictures. Children enjoy singing, dancing and playing musical instruments and they play imaginative games using a wide variety of role play equipment. The role play area is regularly changed so that it becomes a vets, travel agents or shop. This maximises the play opportunities for children.

Staff devise activities and outings which help children to learn about the wider world. They learn about living things when they take part in a mini-beast hunt and grow plants from bulbs and seeds. Staff encourage children to notice changes in the weather and the seasons and they visit the library and local supermarket. Children learn about different countries and their festivals so that they understand and appreciate differences. Staff teach children about their local community and the children help to draw a map of the village which is used to plot their journey to the library. There are some opportunities for children to learn about technology although the computer is currently broken. There are some programmable toys, a tape recorder, telephones and cash register which children can use to enhance their imaginative play.

Children have regular opportunities to play outside where they can practise their physical skills. They also use the local school hall so that they can use the school equipment. Children are very active and well coordinated and they negotiate the space well using wheeled toys and when running, throwing and balancing.

Helping children make a positive contribution

The provision is good.

All children are made welcome in the setting and staff work with parents and other professionals, such as speech therapists to ensure that their individual needs are met. Children learn about the wider world through a good range of books, puzzles, posters, dolls and small world toys

which provide positive images of different cultures, religions and disability. Role play and arts and crafts are also used to help children to learn about different cultures and to understand and appreciate differences. For example, during Chinese New year the children eat Chinese food using chopsticks, make kites and practise writing Chinese script.

Staff are good role models and they treat children with understanding and concern. They use praise and encouragement to help them to be well behaved and cooperative. Children play well together and they learn to be polite, to share and to take turns. Children are also given stickers as rewards for good behaviour and achievements so that they develop good self-esteem. There are posters and books which help children to understand about feelings and they show kindness and consideration towards one another. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are very involved in the setting. They take part in fund raising events and are invited to accompany their children on outings. They also attend events such as open evenings and afternoon tea where they can meet the staff and discuss their children's progress and development. Parents are invited for introductory visits with their children, so that they feel reassured and their children settle in quickly. They complete a 'Me and my family' booklet which provides information about their children and this helps staff to meet their individual needs. Staff provide parents with information about the setting and about the Foundation Stage curriculum to enable them to be actively involved in their children's learning. Parents are very pleased with the service provided and feel that the friendly and approachable staff provide a caring environment where their children are happy and make good progress. Staff compile records of achievement for the children and this is made available to parents. Information about the setting is displayed on the parent's noticeboard and there are regular newsletters to inform parents of forthcoming events and changes to the service.

Organisation

The organisation is good.

There are good procedures in place for the recruitment and vetting of staff. This ensures that children are cared for by suitable, qualified staff. Children are protected in the setting because they do not come into unsupervised contact with people who have not been vetted. The correct ratios of adult to children ratios are always maintained so that children are well supervised and supported. There are contingency plans in place for staff absences to ensure that there are always sufficient staff on duty. Staff are well supported through regular team meetings and appraisals. The setting's strong commitment to improvement is reflected in the programme for staff training. This commitment helps to maintain and improve the quality of care and learning for children.

The key worker system promotes consistency and encourages good relationships between staff and parents so that they can work together to meet the needs of the children. The small groups enable staff to build effective relationships with children so that they feel safe and secure. Space and resources are well organised to allow children some freedom of movement and choice about what they do in the setting.

An administrator is employed to ensure that the necessary documentation is in place to safeguard the welfare, care and learning of children. The records, policies and procedures are regularly reviewed to ensure that they are in line with current legislation.

The quality of leadership and management is good. The committee and managers work well together to ensure that children are provided with good quality care and education. The premises are well organised to provide a warm, child friendly and stimulating environment where children feel secure and happy. Staff are valued and there are good systems in place to monitor and evaluate the children's progress. The correct ratios of adults to children are always maintained and staff are encouraged to access any relevant training to improve their knowledge and understanding of childcare issues. Children are well supervised and the staff follow the correct procedures to ensure that they are safe in the setting and make good progress. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The outside play area has been improved since the last inspection and children now have more opportunities to develop their physical skills outdoors.

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 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 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):

- ensure that children can reach the soap so that they can wash their hands independently.

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):

- continue to improve the opportunities for children to learn about technology.

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