



Lancaster Road Nursery

Inspection report for early years provision

Unique Reference Number	309696
Inspection date	16 January 2007
Inspector	Lesley Sharples
Setting Address	Lancaster Road Primary School, Lancaster Road, Morecambe, Lancaster, LA4 5TH
Telephone number	01524 410 914
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Registered person	Lancaster Road Nursery
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?

Lancaster Road Nursery has been registered since 1997. It is located in Lancaster Road Primary School in Morecambe. The registered provider is the committee. The provision operates from three classrooms with occasional use of the school hall. All children share access to a secure outdoor play area.

Registration is for a maximum total of 60 children who may attend the nursery at any one time from the age of two to under five years. The nursery is open each weekday from 08.30 to 16.00 during term-time only. There are three days each week offering six sessions for children age two years. At present no holiday scheme is offered. There are currently 101 children on roll attending the nursery and of these 73 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning disabilities and difficulties and for whom English is an additional language.

There is a staff team of 12, seven of whom hold appropriate early years qualifications. Two members of staff are currently undertaking training. Membership of the Pre-School Learning Alliance is maintained and the nursery receives advice, training and support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning effectively about being healthy through their daily routine. Staff provide anti bacterial soap at the sink in the room and children use individual wipes before eating, which helps prevent the spread of infection. Children clearly know why they do this, 'to have clean hands and get rid of germs'. Young children in nappies are changed within the classroom, but staff follow hygienic routines. Children's health is promoted because a number of staff hold first aid and basic food hygiene certificates in line with current guidance. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness. Documentation and procedures relating to the administration of medication and accident recording is meticulous and the required consents are in place.

Children have their health and dietary needs met because staff use information from parents effectively to meet their individual needs. Health care plans fully record allergies or intolerances and this information is made known to relevant staff. This means that children's dietary requirements and preferences are adhered to at all times. Children are provided with a range of healthy and nutritious snacks and meals which include fresh fruit, salads and vegetables. This promotes children's good health and aids the development of both physical and mental growth. Children express their understanding of the importance of healthy eating and good nutrition as they talk about their foods when having their lunch and snacks.

Physical play is promoted by the ensuring children benefit from regular daily opportunities to play outdoors in fresh air. Children freely access resources which promotes large muscle development, such as many wheeled toys and climbing equipment. They demonstrate good co-ordination as they travel around, under, over and through balancing and climbing equipment. They are learning about road safety as part of a theme and follow paths with increasing skill and can stop at the crossing. They enjoy moving with ease around people, especially on the scooters. Children are very enthusiastic in their play and are exuberant and energetic, thoroughly enjoying themselves. They also have opportunities for movement and dance indoors, for example 'elephant' dancing and matching different rhythms to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in vibrant, visually stimulating and very welcoming rooms. Their environment is safe and secure both indoors and outside. This is achieved by highly effective risk assessments which are undertaken alongside well implemented policies and procedures. Safety is also a standing agenda item in weekly staff meetings. Children's art work is beautifully displayed where they can see their own work. Children move freely as space is sufficient and

organised well. Children benefit from the provision of safe, high quality furniture, equipment and wide ranging resources. Plentiful resources are supplemented with activities from the reception class. Children independently select some activities which promotes a good understanding of where resources belong. They are learning to keep their environment safe when helping to tidy away.

Children's safety is assured as staff exercise vigilance to reduce accidental injury. Staff carry out regular emergency evacuation procedures and ensure supervision of children at all times. Premises are kept secure and access is only gained by being let into the building and supervised, outside of collection times. Arrival and departure times are closely supervised by a member of staff standing at the gate, ensuring the hand over of responsibility is fully monitored.

Children's safety and welfare is further protected as staff fully understand the procedures for recording and reporting any concerns relating to child protection. The designated person has undertaken recent training and demonstrates knowledge and awareness of a range of types of abuse and neglect. The child protection statement does not reflect changes to the guidance in line with current information regarding the Local Safeguarding Children Board nor does it have procedures indicated to inform Ofsted in any child protection situation. Telephone numbers are available for reference and procedures are included if an allegation is made against a member of staff, as required. Staff are also aware of the government guidance 'What To Do If You're Worried A Child Is Being Abused-Summary'

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a wealth of opportunities which effectively supports and promotes their play and learning. Staff working with children age two-years-old are implementing the 'Birth to three matters' framework well. They fully understand how observing young children playing helps them to plan for their next stage in their learning. Key workers undertake ongoing, as well as weekly recording of observations. These are used to inform planning for the following week which successfully focuses on individual learning needs. Initial information is gained from parents giving a baseline assessment. Observations are well written and most relate to the different aspects within the framework. Files for individual children are maintained which are informative and clearly indicate how children are progressing.

Displays of photographs relating to the different aspects of care, illustrate children's experiences well. Children thoroughly enjoy playing in sand, water, cooking experiences, discovering textures, creative activities and imaginative play. They are beginning to use technology with a roller ball mouse which enables their developing control on the computer. Children play very well together in the group and share meaningful interaction with the staff. Children explore their environment and engage in conversations with their peers and adults. They make inventive use of resources and are able to set their own pace in their learning. For example, they are absorbed in activities related to the theme of 'the farm' which helps their understanding with number, letter and shape. Consequently, children increase their social skills and language development in talking about what they are doing with others.

Nursery education

The quality of teaching and learning is good. Staff have a strong knowledge and understanding of the Foundation Stage. They understand how young children learn gained through training, further professional development and experience. The nursery manager is also the senior teacher of the Foundation Stage within the school and this is reflected in the implementation, planning and delivery of the curriculum. Innovative teaching methods, expectations and questions, effectively help challenge and support children to achieve. For example, using a large hand puppet and doll making learning fun and children respond positively at these times. Time, resources and the physical environment are used well to stimulate children. They become focused because the learning environment and programme of activities is effectively planned. Children grapple with challenging activities such as blowing up a balloon, using the computer for identifying letters and working with a member of staff in identifying and matching complex shapes.

Children have a beneficial balance of both self-initiated and adult-led activities set within a rich environment to promote learning. However, some activities prepared for children do not always attract and inspire them to explore the learning possibilities. Children are excited and motivated to learn. They are learning to sit quietly when appropriate and are competent in making a line. They form good relationships with adults and their peers and talk about their friends to parents. Especially notable is the manner in which they harmoniously play as part of group or on their own. Most self care tasks are being managed, such as putting on aprons for creative activities.

Children easily interact with others and sustain attentive listening when listening to stories, both on tape and read to them. Stories are read dynamically with good expression. This successfully encourages enjoyment of the written word and love of books. Early writing skills are generally promoted so that children can practise and refine their emerging skills. Children are adept at holding a pencil and the setting recognises boys handwriting needs to be encouraged more. Children count reliably up to ten and recognise numerals. They are developing use of mathematical ideas by the use of computer programmes and explore number in activity songs. Number recognition is further supported by having individual sessions with a member of staff, which means that children have meaningful experiences in their mathematical development.

Children keenly investigate objects. They discover themed tactile experiences with 'soft and furry' or 'glitter and shiny' items. They learn about living things by planting and caring for bulbs and observing animals brought into setting, for instance a goat and snake. Children are developing confidence with programmable toys and the computer and know how to use head phones for listening to stories. Staff also provide vast opportunities to promote children's understanding of other cultures and beliefs as well as their own. They celebrate festivals, such as Diwali and are learning about languages. Visitors are invited into the setting, so that children learn about their own community. For example, the community support officer, dental nurse, crossing patrol person, and parent with a baby. Children have plenty of opportunities for using media and materials with which they explore colour, texture, shape and form in 2 and 3D, such as model castles for the Diwali display. Children enjoy singing simple songs from memory, both in a group and on their own. They especially like to use the microphone and follow action rhymes with confidence.

All children are included because staff conscientiously plan to meet individual learning needs. They monitor children's progress through regular assessment, liaison with parents and other professionals. A 'traffic light' system is in use to identify levels of competence. Practitioners are perceptive in understanding the importance of extending the learning of more able children as well as assisting those requiring support. Information is purposefully used to help children make good progress along the stepping stones, towards the early learning goals. Children commence at different times throughout the year and practitioners ensure they accommodate their varying needs. Consequently, the educational programme is appropriate from the outset. Folders contain a wealth of examples of art work, photographs and assessments which are handed to parents when children leave.

Helping children make a positive contribution

The provision is outstanding.

There are excellent procedures in place which help children gain a real sense of belonging within the nursery and as a result, they settle in very well. Staff know children's individual needs as full information is requested from parents. The nursery is helping to provide equality of opportunity for all children and their families. The staff understand the written policy and are committed in ensuring equality of opportunity and anti-discriminatory practice for all children, is actively promoted. Children are encouraged to participate in all activities. Children also gain a positive view and understanding of diversity as staff provide a substantial selection of meaningful activities and resources. They enjoy experiences in tasting foods from around the world, play with dolls wearing glasses and hearing aids and apply their understanding in art work. For example, painting animals wearing glasses, such as the troll in 'Three Billy Goats Gruff'.

Support for children with learning disabilities and difficulties is successfully focussed on the settings policy. Designated staff have had training on the revised Code of Practice and they know how to signpost parents to appropriate professional advice if necessary. Staff work closely with other professionals, who come into the setting to work with children, therefore providing a team approach which also includes parents. Resources and activities are adapted well to ensure that children can fully take part, for example chunky pens and scissors. Consequently, there is a strong supportive network for all children requiring additional support.

Children's behaviour is exemplary. Good behaviour is extremely well promoted and children are actively encouraged to share and take turns. Staff update their knowledge through training which has recently included the principles of manual handling to include physical restraint. Children follow the school's 'golden rules' which are displayed in the setting. Positive interactions from staff promote children's self esteem. Children receive ongoing praise and encouragement for their efforts, for example trying hard with their counting and matching shapes. Stickers are proudly worn by children and charts are used when working with parents. This ensures consistency in managing behaviour.

Partnership with parents is outstanding. Children fully benefit from continuity of care between home and the setting because staff assiduously work with parents to meet the needs of their children. Parents are kept extremely well informed because staff provide an informative parent pack, share policies and procedures and ongoing information. Daily discussions, access to all

information recorded and newsletters ensure ongoing communication is maintained. There are planned as well as ad-hoc opportunities available to parents to discuss any aspect about their child. Staff also provide an induction day, when the manager gives information about the Foundation Stage curriculum, at the beginning of the school year. There are also designated open weeks and a continuous open door policy.

Parents are invited to participate in their children's learning and are requested to contribute to their assessment. High quality ideas and hints on continuing the learning at home are offered which compliment what staff are undertaking in the nursery. This provides the basis for helping individual children make progress and consolidates partnership with parents. Parents are informed in writing about who their child's key worker is and are invited to liaise closely. Parents enthusiastically offer verbal positive comments to the inspector expressing their complete satisfaction and genuine gratitude in their children's progress.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are looked after by staff who are suitable to do so. Recruitment and vetting procedures are rigorous. This ensures children are well protected and staff are employed who have the knowledge and understanding to promote children's development in all areas. Management have a supportive understanding of how to ensure initial and continuing suitability of staff and children benefit from this. Induction procedures are robust and formalised by the completion of a checklist. The adult-child ratio positively supports children's care, learning and play. Space is extremely well organised to maximise opportunities for all round development.

Established policies and procedures work effectively in practice to promote the safe and efficient management of the setting and promote the welfare, care and learning of children. However policies relating to child protection and sick children do not fully reflect changes to the guidance and the behaviour statement does not include procedures relating to incident recording. The required documentation is very well organised, maintained up to date and stored to ensure confidentiality. For example, children's records hold relevant information so that staff can meet individual needs and attendance records are accurate.

The leadership and management is good. The manager has been in post for just over a year and is very knowledgeable and experienced in delivering the Foundation Stage. There are exceptionally strong links within the school which adds to the team work that is a strength within the nursery. Many significantly improved aspects of education have been implemented in the last year. Thorough monitoring and recognition of areas of development for improvement are identified. The improvement plan indicates the use of the manager to undertake training for staff relating to language development and calculating in the nursery, so that target areas are improved upon. There are high expectations for children's achievements. The manager acts as a good role model which means that staff share a common understanding of good practice which benefits all the children receiving early education. Practitioners are committed to promoting an inclusive environment in which every child matters and this works effectively in

practice because of strong partnership with parents and valuing children as individuals. Children are therefore fully supported in their learning and feel secure and safe and they are happy.

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

Improvements since the last inspection

At the last inspection there were three areas identified for improvement. The setting was required to ensure parents sign the medication record; increase the range of activities and resources to promote equality of opportunity and anti-discriminatory practice and review the child protection policy to include the action to be taken if there are allegations made against staff.

All the above recommendations have been fully met by complying with requirements for accident recording and the procedures to follow if there is an allegation made against a member of staff. There is now a wealth of resources and increased play opportunities for children to learn about the wider world and issues of diversity. The setting ensures this is integral part in children's everyday play and learning experiences. As a consequence, these improvements mean that children's care and learning is enhanced and their welfare fully assured.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

Concerns were raised in March 2005 regarding National Standards 6.1, 6.5 and 12.3. Ofsted asked the provider to investigate the concerns within seven days. The provider reported back providing a detailed response supported by appropriate documentation. Ofsted is satisfied that the provider had taken appropriate steps to address the concerns. The provider remains qualified for 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):

- update the policies relating to child protection and sick children to reflect changes in the guidance to the National Standards and include reference to incident recording in the behaviour management policy.

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):

- ensure all planned activities, especially relating to mark making and writing skills, attract and inspire children's learning and achieve the desired learning outcome.

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