

Luxulyan Nursery

Inspection report for early years provision

Unique Reference Number	EY342560
Inspection date	25 April 2007
Inspector	Sarah Jane Wignall
Setting Address	Luxulyan Nursery, Luxulyan Village Hall, Luxulyan, Bodmin, PL30 5QA
Telephone number	01726 850397
E-mail	
Registered person	Luxulyan Smarties Committee
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Luxulyan Nursery is a committee run group. It opened in January 2007 and operates from two rooms in Luxulyan village hall. It is situated in the village of Luxulyan. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 until 11.45 during term times only. All children share access to a secure enclosed play area.

There are currently 16 children from two to four years on roll. Of these, ten children receive funding for early education. Children come from the local area.

The nursery employs two members of staff. Both staff hold appropriate early years qualifications. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit as they are cared for in a clean and well maintained setting. All communal areas of the hall are kept clean and staff ensure the main play room is clean and tidy. Children have access to communal toilet facilities. Staff encourage them to wash hands before snack time and after using the toilet. Most children are aware of the reason for washing hands and when asked they say that it is to prevent germs getting in their tummies. One staff member holds a current first aid certificate and they have access to a suitably stocked first aid kit. Children are protected as staff keep appropriate accident and medication records.

Children benefit as they are provided with a generally healthy mid day snack. This includes fresh fruit, cheese and biscuits. They have access to water or milk to drink and can help themselves to water at other times during the session if they wish. Children learn about healthy foods during group circle times. Most children are aware that fruit and vegetables are good for them. Staff use snack time as a way for children to learn about other cultures and traditions such as Chinese New Year. Children enjoy tasting Chinese food.

Children enjoy daily opportunities to play in the large hall where they learn to run, jump and move their bodies in different ways. Children confidently curl up like a seed and grow tall as 'water' is added. They enthusiastically participate in games such as 'What's the time Mr Wolf' and follow instructions to move in certain ways. Children show good spatial awareness as they form a circle when sitting, or move sensibly in the play room. Children learn to pedal and push as they ride on bikes. Children have occasional opportunities to go outside to play on the fixed communal play equipment, when staffing levels allow. Children increase their confidence and skill when using one handed tools such as scissors, pencils and small trowels when filling pots with compost.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are protected as staff have a good awareness of safety issues. The pre-school operates from a shared village hall. Staff undertake visual checks to ensure most areas are safe and secure. Main entrance doors are locked once the group is in session. Children are accompanied by staff when using the toilets, which are located outside the play room. Adequate systems are in place to ensure the safety of children when using the toilets. Appropriate fire fighting equipment is in place and serviced by the village hall. Children learn about fire safety as they participate in regular fire drills. Children are adequately supervised by staff.

Children have access to an adequate range of toys and resources, most of which are accessible to them. Staff set up the play room in advance of children arriving, and children can help themselves to additional items from low level storage units. Staff visually check items as they are put out and any broken or damaged items are removed. Staff teach children about safety as they remind them to play safely in the setting. They remind them not to run in case they may fall and that they must not cross the metal line when playing in the hall. Children show a good understanding of safety issues.

Children are protected as both staff members have attended child protection training in the past and feel confident to recognise possible signs and symptoms of abuse. There is a written

child protection policy in place but it lacks some detail. Staff are aware of agencies to contact for advice or referral.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Daily sessions include both younger and older children and most are confident and settled at the pre-school. Staff offer good support to young children who are learning to separate from their parents. Both staff members have attended training in the Birth to three matters framework and they have a good understanding of the needs of younger children. Most activities are available to all children and staff use their knowledge of individual children to focus the learning intentions. For instance younger children may be encouraged to explore resources such as the colours and texture of paint while older children are asked to try and paint a flower. Young children are well included at group times such as snack time and staff offer appropriate support as they learn to pour their own drinks.

Nursery Education

The quality of teaching and children's learning is satisfactory. Both staff members have a good understanding of how young children learn. They plan a weekly set of learning intentions running across all six areas of learning with focussed learning intentions. Sessions are adequately organised with a good balance between adult led and child initiated play. The location of the toilet facilities has a negative impact on daily sessions. Staff regularly have to leave an activity to accompany children to the toilet resulting in some disruption to play and learning. Staff undertake regular observations of children and use this to help guide planning and set individual targets for development, although these have not yet been shared with parents.

Children are developing good levels of concentration as they play in the compost or build a tower of bricks. Many children sit and listen at circle time and they are learning to wait their turn before speaking. Children are gaining some independence as they pour their own drinks at snack time and help to tidy away toys. Children learn new vocabulary as staff introduce new words such as 'hydrating, shoots and roots' when talking about seeds and growth. Children enjoy listening to stories in large groups and they have access to both factual and story books within the comfortable book corner. Children learn about sounds and letters as they focus on a letter of the week and revisit letters they have learnt in the past. Children are learning to recognise their name as they self register on arrival. Some labelling around the room teaches them to recognise familiar words.

Children learn to count as they collectively count the number of children and adults present at each session. Children are learning to use numbers as they play. Some children are able to identify the number of objects they are holding when playing with dinosaurs and can build a tower of four bricks when asked to do so. Older children learn about shape and size as they correctly identify a square and a rectangle and count the number of sides each has. Children learn about size as they mark their heights on a wall chart and compare the size of spades when potting seeds.

Children are gaining an understanding of technology as they begin to use the computer and learn how to navigate around the screen. They play with the till and calculator in role play. Children use their senses when feeling the texture of compost as they dig and pot seeds. They learn about growth as they study seeds that have been planted and are starting to shoot. Children use their imagination as they play 'garden centres' in role play. They are creative with

paint as they learn that mixing two colours together will result in a change of colour. Older children use paint to create a picture of a flower. Overall children make sound progress in their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from attending a small village setting. A small consistent staff team results in consistency and helps staff gain an understanding of individual needs. The manager spends time observing children so that she can use this information to plan for their individual needs. All children are well included in sessions. Children learn about local community facilities as they prepare for planned visits to the local fire station and occasionally make use of the community play park. Children learn about the wider world as they taste Chinese food when celebrating Chinese New Year and they play with dolls and look at books. Children learn about nature and change as they plant seeds and watch as they grow.

Children benefit as they have established good relationships with staff and each other. Children feel confident and valued at the setting. Staff manage behaviour in a very positive and consistent way. Children receive lots of verbal praise and encouragement for all their achievements. Staff have high expectations for behaviour and gently remind children about acceptable behaviour such as sitting down to eat, not running in sessions and taking turns at circle time.

The partnership with parents and carers is satisfactory. Many parents are involved with the group as it is run by a voluntary management committee generally made up of parents. The complaints procedure lacks some detail. New parents receive good quality information on enrolment which contains information about the Foundation Stage for parents of children receiving funded nursery education. Staff use the notice board to display relevant information such as weekly plans and learning intentions. Monthly newsletters are given to parents outlining topics that will be covered and also ideas on extending learning at home, such as extending language skills. There is no system in place for parents to share information about what their child knows and can do on entry to the setting, or to share information with parents about ongoing progress and development. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by a consistent staff team. Both staff members are well qualified and have attended several short training courses over the years. They work well as a team and sessions generally run smoothly. The newly appointed voluntary management committee have an adequate understanding of their roles and responsibilities and follow appropriate procedures with regards to ensuring all staff and committee members have been suitably checked and vetted. New staff receive some induction training. Staff appraisals have not yet been introduced but they are planned for the future. The location of the toilet facilities and the need for staff to accompany children has a negative impact on the pre-school. Sessions are disrupted as staff have to leave the room to accompany children to the toilets. Children are rarely able to make use of outdoor play equipment.

The leadership and management of the pre-school are satisfactory. Day to day leadership is provided by the manager who is keen and committed to developing the provision. She undertakes some evaluation of activities when assessing whether key learning intentions have been met.

Staff meet regularly to discuss planning and individual children's progress. The pre-school makes use of advice and support from Family Services. The committee are aware of the weakness that the toilet facilities generate, and they are keen to improve the facilities. Plans are currently in place to extend the play room and provide new toilets and an outside covered play area. Overall 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

Since registration 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):

- update child protection and complaints procedures to meet current requirements
- ensure arrangements are in place to minimise disruption to daily sessions and planned activities caused by the need to supervise children when visiting the toilets and permit greater use of the adjoining outdoor play area

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):

- establish a system to assess children's ability on entry in partnership with parents and carers
- provide regular opportunities to share information with parents and carers about children's progress and development and use information from parents and carers to help guide planning and set individual targets for development.

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