

Lydgate Pre-School

Inspection report for early years provision

Unique Reference Number	512762
Inspection date	29 June 2007
Inspector	Paula Fretwell

Setting Address	Lydgate Road, Batley, West Yorkshire, WF17 6EY
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Telephone number	01924 476464
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E-mail

Registered person	Lydgate Pre-School
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Lydgate Pre-school has been registered since 2001. It is run by a voluntary committee and operates from a classroom within Lydgate Junior and Infant School in Batley. The pre-school serves families from the local area. Children have the use of one main room and enclosed play areas for outdoor activities.

The pre-school has 28 children on roll, most of whom are in receipt of nursery education funding. Children attend for a variety of sessions. The pre-school offers care from Monday to Friday during school term time and children attend on a part-time basis. It is open from 09.15 until 11.45 with an optional lunch time facility until 13.15. The pre-school welcomes children who have learning difficulties and disabilities and those for whom English is an additional language.

A team of four staff regularly work with the children, two of whom hold a relevant childcare qualification and others are working towards a recognised qualification. The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are clean and well maintained and standards of hygiene sufficiently promote children's good health in most aspects of the routine. Children use liquid soap and paper towels when hand washing and there are posters and pictures at children's eye level to develop their awareness of personal hygiene. Children know why they need to wash their hands, although this is not reinforced within the routine as children do not always wash their hands before snack time. Tables are thoroughly wiped using anti-bacterial solution to help prevent the spread of infection. Children know that sometimes they are not well enough to come to pre-school and they talk about the things that help them to get better. Children are expected to be kept away if they have anything infectious, in order to protect the health of others and the policy on this is clearly shared with parents. Minor accidents to children are promptly attended to and details are shared with parents to ensure children's health is maintained.

Practitioners are fully aware of children's individual dietary requirements and preferences, and these are discussed with parents prior to children attending. Children enjoy a range of healthy foods, such as fruit and cereal, and they are encouraged to try new tastes. Children talk about the benefits of healthy eating and they know they will grow 'big and strong' if they eat up all their snack. Children access their own milk or water at any time during the session and at snack time, which ensures they are not thirsty.

Children enjoy the daily opportunities for fresh air and exercise as they enthusiastically use the outdoor play areas. They confidently move their bodies and practise riding on scooters and tricycles, manoeuvring them into marked parking bays or driving them round the play area at different speeds. Practitioners extend opportunities for children's learning outdoors and they join in to enhance their play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is very welcoming and stimulating for the children. Children confidently enter the setting, keen to join in with the wide range of activities and they quickly engage in play. Facilities for children are easily accessible, with play areas well organised to enable them to select what they need and make their own choices. The quality and availability of interesting toys and resources offers children positive learning experiences. Toys and equipment are regularly checked to make sure they are suitable for the children and practitioners join in with their play to ensure all resources are used effectively.

Practitioners have a very high regard for children's safety and security. Effective steps are taken to prevent accidents and children are very well supervised at all times. Children's awareness of how to keep themselves safe is raised through everyday opportunities. For example, children are reminded to walk inside and to sit properly on their chairs, with good explanations about why. Practitioners are vigilant about who is collecting the children at the end of each session and clear procedures ensure children can only leave the setting with an authorised adult.

Children are safeguarded because practitioners know how to protect them and they have a clear understanding of the procedures to follow in the event of a child protection concern or

allegation. Recent staff training in safeguarding children is shared amongst the whole staff team to ensure everyone's knowledge is up to date and accurate.

Helping children achieve well and enjoy what they do

The provision is good.

Activities and experiences for all children are varied, stimulating and imaginative, meeting their needs very well. Practitioners are highly motivated, which inspires the children to want to play and learn. Relationships between staff and children are excellent, and practitioners are genuinely interested in what the children do. Children are confident, happy and sociable and they become easily engrossed in play. Practitioners create an environment which enables children to make decisions and self-chosen challenges to support their differing needs. Children play undisturbed and they have plenty of time to repeat and practise new skills learned. For example, children in the water play repeat pouring water into an activity tube to watch how it works and they are fascinated by the activity. Children are enthusiastic, eager to play and they have fun together. Children are secure in the clear routine of the session, enabling them to know what happens next. For example, children know after tidy up time they will have a story and the routine is reinforced with pictures on display to illustrate the sequence of activities. Children form friendships with their peers and they seek each other out to play, holding hands and sitting together. Younger children in the setting are very well supported and activities match their developmental needs. They explore their environment and experience a range of play opportunities appropriate for their development and their level of concentration. Very young children especially enjoy the creative area and delight in pounding the dough or moving the sand into different sized containers. There are many opportunities for children's spontaneous play and all children purposefully engage in play of their choice.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress across all areas of learning, supported by practitioners who motivate and encourage them to learn. Practitioners understand the Foundation Stage and this helps them to provide well planned play experiences for the children. Children are encouraged to think because practitioners use skilled questioning to extend their learning and they fully interact to support their development. Practitioners are clear about the value of each activity and they skilfully adapt activities to match the needs of the children, making sure each child is suitably challenged. Practitioners are clear about their deployment and this fully supports the needs of individuals and the group.

Children's personal, social and emotional development is good. They show concern for their peers and they play cooperatively together, contributing well to the running of the session by joining in to tidy up or get ready for a story. Children are very confident and their independence is encouraged throughout all aspects of the routine and their personal care. Group activities are used to good effect, enabling children to take turns and consider the needs of others.

Children are developing good speaking and listening skills. They enjoy and initiate conversations with each other and with adults, and they use talk to describe real and imagined experiences. Children listen attentively to stories and practitioners encourage them to join with favourite parts. For example, children enthusiastically join in when they listen to 'Peace at Last'. Children notice a range of texts around the room and they recognise their own names in print, confidently identifying letters that make up their name. Children write for a purpose, such as when writing down their holiday details in the travel agents role play and many children can confidently write their own name.

Children's mathematical skills are developing through a wealth of opportunities, both planned and spontaneous. Practitioners maximise everyday ways to extend children's learning and children confidently count in their play, such as when finding out how many scoops of sand will fill their bucket, or counting up to the date. Number rhymes are used well to encourage children's understanding of simple addition and subtraction. Children use mathematical and positional language in their play and interaction with each other, and they make size comparisons. For example, children playing in the sand say 'I'll put my little sand castle next to your big one'.

The programme for children's knowledge and understanding of the world is very good. Children are curious about change and their knowledge is supported through topics that help them learn about growing. For example, children observe eggs hatching and tadpoles emerging. They learn about living things through observing and caring for the pre-school pet gerbils and trips to local farms enrich their experiences. Children talk excitedly about other countries as they play actively in the travel agents. They select their destinations by looking at brochures, maps and globes and they talk about some countries being very hot. Children have an increasing awareness of technology and they know how to operate simple equipment. In role play children talk about different brands of mobile phones and their features and they imitate adults sending imaginary text messages to each other. Children confidently talk about their friends and families and they can recall significant events, such as going to the cinema, going to a wedding or playing at a friend's house.

Children play creatively and have a wealth of opportunities to engage in role play using the home corner areas and the themed area to very good effect. Children thoroughly enjoy acting out familiar and imagined experiences, such as feeding their babies and asking grandma to look after them, or getting dressed up to go somewhere special. Children become absorbed in their play and they invent elaborate storylines to act out, directing themselves and others in their play. Children enjoy art and craft activities and they select their own resources to form their creations. They have a good knowledge of colours and this is constantly reinforced through everyday practical ways as well as in planned activities. Children enthusiastically join in with singing and they sing with gusto when joining in with the wide range of familiar songs and rhymes. Practitioners enhance children's singing experiences by introducing new songs in line with the topics being learned. For example, children learn and sing songs connected to transport and they confidently make requests when singing in a group.

Helping children make a positive contribution

The provision is good.

Practitioners have good relationships with the children and their families which helps them to meet the needs of individuals. Everyone is valued and welcome and plenty of time is spent sharing important information at the beginning and end of each session. Children are fully included and their individual needs are well met. There are many opportunities to develop children's understanding of diversity and the world around them through well planned activities, toys and resources. There are excellent systems in place to support children with learning difficulties, disabilities and those for whom English is not their first language. Practitioners connect with parents to establish the children's exact needs and they work diligently to ensure their development is fully promoted. Practitioners use their time effectively to enable children with additional needs to have good quality meaningful one to one interaction and they work very well as a team to share and celebrate children's achievements. Children's spiritual, moral, social and cultural development is fostered.

Excellent strategies are used to manage children's behaviour and they behave very well. Children are aware of simple rules and they thoroughly enjoy the positive praise and attention given to them when behaviour is good. Children delight in achieving a 'special award' certificate which identifies and praises specific behaviour, such as being kind, and they are very proud indeed when they receive a sticker for doing something well. Practitioners have realistic expectations of the children, they actively listen to them and make good eye contact to show they value what children say. For example, children who are getting ready for school come back excitedly from a short visit to their new class and when they return they are keen to share their experiences. Practitioners ensure they listen to children and acknowledge their feelings. Children show respect for one another and they are considerate of their friends in their play. Children enjoy sharing the care of the pre-school puppet doll, whom they take home with them in turn and then write about her adventures whilst she is at their house.

Partnership with parents and carers is good. Parents are very happy with the care and education their children are receiving and they feel fully included and involved. Practitioners communicate well with parents, to inform and reassure and support them in their role. Information is passed onto parents verbally, through newsletters and through good quality information on the notice boards. Parents are aware of what their children are learning and they receive good information about the curriculum and the topics, along with photographs of their child at play. Parents are all aware that their child has a record of their development, which they can view at any time.

Organisation

The organisation is good.

Children benefit from the care given to them by friendly and dedicated practitioners who enjoy working with them. Practitioners are well deployed to ensure the safety and supervision of the children and they work well as a team to provide good quality care for each child. Children enjoy consistent interaction, support and encouragement from practitioners who know them very well and are very aware of how to meet their needs, making them feel secure and confident at pre-school.

Leadership and management is good. There are secure systems in place to ensure the pre-school is run effectively and the management team along with practitioners, evaluate their practice to ensure children's needs are met. Recruitment procedures are clearly understood by management to ensure all staff are vetted and children are protected. Policies and procedures are clear and comprehensive and fully support the practice of the pre-school and there is a high regard for confidentiality. Daily records are well maintained to ensure the smooth running of the provision. Activities are carefully planned, although children's observations and assessment records are not all up to date to show their current progress through the stepping stones. Practitioners are very aware of children's developmental stages, although the next steps in children's learning are not clearly identified. Practitioners have a commitment to their own training and development needs, attending relevant courses wherever possible, although only one member of staff has current first aid knowledge. The pre-school works closely with the Local Authority to develop suggestions to improve the quality of care and education for the children.

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 actions and recommendations raised to improve the quality of the provision. The provider was asked to develop staff training, qualifications, recruitment and induction programmes. Positive steps have been taken to improve the level of qualifications held by the staff and provide suitable induction training for new staff. The provider was also asked to ensure that those not vetted do not have unsupervised access to children, and to ensure that full staff records are on the premises. The provider is very aware of the importance of checking staff suitability and procedures are in place to ensure those who work with the children are vetted. All records are confidentially filed on the premises. The provider was asked to meet any recommendations made by the fire safety officer and these have been addressed in conjunction with the school premises. It was recommended that resources be increased to promote anti-discriminatory practice and to update staff's knowledge of child protection. Both recommendations have been satisfactorily addressed and the group continues to make further improvements to enhance the quality of care and education.

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

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 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 training is undertaken so that at least one member of staff with a current first aid certificate is on duty or on outings at all times
- develop children's understanding of personal hygiene through encouraging hand washing before eating food.

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 children's developmental records are consistently updated to show the progress they are making

- use the information gained in observations and assessments to plan the next steps in children's learning.

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