

Lamb Setts (Christchurch)

Inspection report for early years provision

Unique Reference Number	EY245181
Inspection date	18 July 2007
Inspector	Karen Ann Byfleet
Setting Address	Tapton View Road, Chesterfield, Derbyshire, S41 7JU
Telephone number	07887 546752
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Registered person	Lamb Setts Nursery
Type of inspection	Integrated
Type of care	Full day 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?

Lambsetts Nursery School opened in 2002. It operates from a purpose built building within the grounds of Christchurch Infant School. The nursery serves the local community and surrounding areas.

There are currently 30 children on roll all of whom are in receipt of funding for early education and attend a variety of sessions. The group operates for five days a week during school term times. Sessions are from 08:45 to 11:45 and 12:30 to 15:30. The setting supports children with learning difficulties and/or disabilities.

Two qualified staff work directly with the children along with two trainees. The manager holds a Level 7 early years qualification and the deputy holds a Level 4. The qualified registered person takes an active role in the setting and they receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted very effectively. There are very good procedures in place to help children learn about their personal hygiene through the daily routines. For example, the children use the toilet independently and wash their hands after using the toilet and before eating without any prompting from staff. They clearly understand why they wash their hands as they talk about germs. Staff follow effective and detailed procedures when dealing with accidents and medication and they hold relevant first aid certificates. All written permissions are obtained from parents for the safe administration of medication, and accidents are recorded appropriately with parental signatures as acknowledgement of being informed. A detailed policy is shared with parents for the care of children who are ill or have infections. This ensures children are protected from cross infection and helps them to remain healthy.

Children's dietary needs are met very well and their good health is promoted. Staff follow very good food handling procedures as they thoroughly wash their hands before preparing foods and they wear protective gloves and aprons when serving out food to the children. Individual dietary needs and requirements of the children are met well. All information is discussed with parents and recorded. A varied and nutritious menu of snacks is provided. For example, the children enjoy snacks such as fresh fruit, toast, bread sticks and fresh vegetables. Children who stay over the lunch time period bring packed lunches and staff ensure these are stored appropriately in the fridge, labelled with children's names. Drinks of fresh water are available to the children throughout the session. They are able to be independent in pouring their own drinks as a jug of fresh water is placed within the play area for them to help themselves. Staff change the water frequently to ensure the water is constantly fresh. This good practice provides children with healthy choices as they are able to make decisions about food and drink.

Children's physical development is promoted well. They have many opportunities to play outside with a very good range of large equipment to help the development of their physical skills. For example, they have access to a 'Play Trail' where they use balancing bars, a climbing frame and rope bridges with confidence. Ball games and 'Hop Scotch' enable children to move in a variety of ways such as hopping, running and jumping. Staff are innovative in ideas for outdoor activities. For example, they use equipment such as a bubble machine which encourages the children to move in a number of ways as they chase and try to catch the bubbles. Indoors the children enjoy games such as musical chairs, dancing and ring games and staff move furniture to ensure the children are able to move in comfort and safety. However, children have not yet developed a recognition of the changes that happen to their bodies when they are active. They do not talk about being out of breath or being tired and thirsty after running around or dancing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting is maintained to a high standard and provides a richly warm and welcoming environment. Children are able to play comfortably with a full range of toys and equipment which are easily accessible to them. Toys are stored in low level cupboards and shelves which the children are able to freely access. Safety within the setting is promoted well. Security is good as the main door is locked at all times and staff monitor access. Safety and cleanliness of the toys and premises is ensured as a detailed cleaning rota for toys and equipment is in place and used effectively. Risk assessments are completed daily through staff checking toys and

equipment and recording any action they have taken. Children are included in the procedure as they use a 'helping hands' monitor to check that all pieces of any jigsaws used are complete at tidy away time. This gives children ownership of tasks and responsibilities for ensuring their toys remain in good condition. Consequently children are able to play safely.

There is good space within the setting to enable children to have room to play freely and comfortably with the toys and equipment. The room is made welcoming with children's pictures displayed on boards and photographs for children to look at. There is a good range of resources available and a varied selection is set out each session to allow children to make their own choices.

Children learn the importance of keeping safe as staff talk to them about safety both indoors and outside. For example, they talk about road safety before going out on walks into local community, the importance of staying together and how to safely cross roads. When the children go outdoors they use a linked rope which is a series of hoops tied together in a long line. All the children hold the hoops, which they do readily, enabling them to stay together when out walking. Children know the rules and boundaries and follow routines very well and they have a good awareness of the setting's fire safety procedure as they practise this regularly.

Children are well protected by staff that have a sound understanding of child protection issues. They know the correct procedures to follow for reporting concerns and have a good understanding of signs and symptoms that may alert them to child abuse. This helps to protect children from harm or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a very good range of activities which contributes to their development both inside and outside. Children are confident and enjoy their time in the setting. They gain good levels of self esteem as they enjoy showing others what they have done and receiving praise from the staff. Relationships between staff and children are positive and staff extend children's learning through appropriate questioning and good use of props. Staff make good use of the various persona dolls they have to help deliver positive messages. For example, 'Grandad Luke' visits the children to talk about moving on to school next term and how we all undergo change in our lives. The children listen with interest and enjoy sessions using these props.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate good knowledge and understanding of the Foundation Stage and how the activities they plan are linked to the six areas of learning. Planning is detailed and the system for recording children's progress is robust. The information is used effectively to complete development records and plan for their next steps in learning. Staff use appropriate methods to develop children's learning in adult-led activities as they sit with them and ask pertinent questions to ensure challenges are suitable. Children's behaviour is managed appropriately and the room is well organised, offering a stimulating environment which is well resourced and enables children to make their own choices.

Children have a positive attitude to learning and they have good concentration levels. They enjoy sitting with books on their own, concentrating as they look at the pictures. Children play well together, forming good relationships as they co-operate, share and take turns. For example,

when outdoors on the large equipment they help one another and patiently wait their turn. They behave well and respond positively to boundaries and their independence is developing well as they put on their coats for outdoor play and use the bathroom independently. Children speak clearly and communicate well as they greet each other and visitors. Staff encourage children to use their language and listening skills as they ask age appropriate questions which require the children to recall information. For example, as they talk about the weather during circle time, staff ask the children if they remember when it rained very hard and there were floods. Children often link sounds and letters as they recognise their names. Print displayed within the environment such as labels on draws, helps children realise print gives meaning. Daily access to writing implements encourages children's writing skills. They enjoy using writing for a purpose. For example, the children wrote letters to themselves, posted them and then brought them back to show the group when they have received them at home. In role play situations the use of writing for purpose is extended as they use appointment books, diaries and shopping lists.

Children use and understand numbers well. They are able to match number to object as they count out plates and cups for snack time. Games such as hop scotch enable children to name numbers as they hop from one to another and through a variety of songs and rhymes children are learning about shape and size. Children are developing their problem solving and matching skills through activities such as using learning programmes on the computer. They listen to on screen instructions to find the right hat for the right head, match tools to trades and find a number of coloured objects. Opportunities for children to develop their exploration and investigation skills are good. They learn about change through nurturing plants and watching them grow. The setting have a pet snail and staff talk to the children about how the snail will have grown when they return after the summer holidays. Children talk about changes to their lives as they prepare to move on to school and they look at features of natural objects as they water the plants and explore textures such as wood and stone. The children have enjoyed watching the school's live web cam of a bird box, watching the birds build their nest, feed the young and then the chicks leaving the nest. Through regular access to activities such as, cash registers and telephones, in the role play, children are learning how things work. Children are competent at building with construction toys and have regular opportunities to construct and join using recycled materials. Their knowledge of information technology is progressing well as they have regular access to the computer, gaining in confidence and competence in key board skills and use of the mouse.

Fine motor and manipulative skills are encouraged through painting, colouring, cutting and their daily access to writing implements. The children enjoy a full range of activities which promote exercise such as dancing and energetic games. Children have good knowledge of colour as they are able to name them and enjoy mixing colours when undertaking painting activities. They are able to freely express themselves through art and music and have regular opportunities to participate in dance and movement and explore sound with a range of musical instruments. Through listening to stories, the use of story sacks and a variety of role play situations, children's imaginative skills are developing well.

Helping children make a positive contribution

The provision is good.

There is a good range of resources and equipment to help raise children's awareness of different cultures, gender and disability. For example, there are books, dressing up equipment and the good use made of persona dolls. Various festivals are celebrated such as Diwali and the children attend the school for Christmas lunch along with elderly residents of the community each year.

This helps to raise children's awareness of diversity and helps them to develop positive attitudes. The setting cares for children with learning difficulties and/or disabilities and they have a designated person in place who liaises with parents and outside agencies to ensure continuous care is provided. However, some staff have less confidence to ensure there is consistency in meeting children's needs.

Staff are pro-active in ensuring the setting's policy for behaviour management is implemented well. They talk to children about their behaviour and are consistent in their approach helping children to feel secure. Children know and understand the setting's boundaries well and as a consequence they are well behaved. They take turns well and co-operate and this is recognised by staff as they offer lots of praise to the children for their efforts and achievements. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents and carers of funded children is good as staff form positive, friendly relationships with them. They are made aware of how the setting operates through a detailed information booklet and policy files which are available at their request. In addition, information such as the setting's complaints procedure is also available. Children's individual needs are fully discussed and recorded with parents. Daily exchange of information keeps parents informed of their children's day in the setting. Staff write reports for parents each term on the progress their children are making with regard to the Foundation Stage and they regularly share children's development files with parents. All relevant written consents are in place, helping to protect children. The setting actively encourages parents and other family members to be involved in their children's learning. For example, many parents have attended workshops developed by the staff around the values of 'story sacks' and how these are used in order to develop children's interest in books and stories with the use of props. This has led to parents managing a library for the story sacks. They have also actively participated in other workshops provided by the staff. They have attended a craft day where they have been able to join their children in making Christmas cards and decorations, enabling them to have a better understanding of the value of such activities.

Organisation

The organisation is good.

Children are happy within the well organised environment. Staff are caring towards the children and they liaise well with parents in order to help children settle. Children benefit from the good range of activities planned and provided by staff and the grouping and organisation of the children ensures they are kept interested and involved. All required documentation is in place and well maintained. Attendance records are accurate with attendance of staff and children recorded clearly. Recruitment procedures are sound and the owners of the provision ensure appropriate checks are carried out on any newly appointed staff. Checks are made with the Criminal Records Bureau, qualifications checked, references requested and medical suitability is assessed. This ensures children are cared for by appropriate staff. Staff qualifications meet the requirements as the manager holds a level 4 in childcare and the deputy holds a level 3. Other staff are trainees who have all undergone necessary checks. All staff attend additional training which is identified by themselves and the registered person as part of their annual appraisal. For example, behaviour management and first aid. This contributes to the quality of care provided.

The leadership and management of early education is good. Regular revision of the setting's policies and procedures take place as well as regular reviews of the practice. This enables management and staff to continue to work together on any improvements identified to ensure

the care and education provided continues to flourish. There is a good system in place to monitor the effectiveness of the curriculum and children's progress. The leadership and management have a sound vision for the setting and are currently working well towards this. They have effectively addressed previous issues that were raised ensuring children are making good progress towards the early learning goals. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to: extend resources to reflect positive images of disability, ensure the child protection policy had details of the procedure to follow in the event of an allegation being made against a staff member, evidence that parents have been notified of any medication administered to children and make fresh drinking water available throughout the session. In relation to early education the provider was asked to: improve the assessment process, ensure information for parents with regard to children's progress highlights their next steps for learning and to provide more variety in materials to develop children's all round gross motor skills and exploration of technical equipment.

Children have good access to a varied range of resources which reflect positive images of disability. This has been extended successfully with the introduction of persona dolls and story sacks which cover a full range of issues in order to help raise children's awareness. Reviewing of the setting's policies has ensured children and staff are now protected as the child protection policy contains a detailed procedure to be followed in the event of an allegation being made and parents' signatures are obtained when medication has been administered to children as acknowledgement of them being informed. A jug of fresh water is now always available for children to help themselves to drinks. Staff change the water frequently to ensure the water is constantly fresh. This good practice provides children with healthy choices as they are able to make decisions about food and drink. With regard to funded education, planning is detailed and the system for recording children's progress is robust. Information is gained through observations staff make and these are effectively used to complete development records and plan for the children's next steps in their learning. Parents are kept fully informed of their children's development through daily verbal exchange and the report staff write each term about their progress. Parents also have regular access to their children's development files at their request. Children have regular access to the outdoors where they are able to enjoy a full range of climbing and balancing equipment to develop their gross motor skills. Their knowledge of information technology is progressing well as they have regular access to the computer, gaining in confidence and competence in key board skills and use of the mouse. Through role play they are able to explore a good range of technical equipment such as cash registers and telephones.

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):

- take steps to further promote the welfare and development of children with learning disabilities and/or difficulties, by developing the knowledge and understanding of all staff

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):

- expand opportunities for children to recognise the importance of keeping healthy and the changes that happen to their bodies when they are active.

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