

# Lakey Lane Pre School Groups

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY152721
<b>Inspection date</b>	17 January 2008
<b>Inspector</b>	Teresa Marie Taylor
<b>Setting Address</b>	Lakey lane Junior & Infant School, Lakey Lane, Hall Green, West Midlands, B28 8RY
<b>Telephone number</b>	0121 4643677
<b>E-mail</b>	
<b>Registered person</b>	Lakey Lane Pre-School Groups
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Lahey Lane Pre-School was registered in 2001 and operates from the portacabin on the site of Lahey Lane School in Hall Green, Birmingham. A maximum of 16 children may attend at any one time. The group is open each weekday morning from 09:00 to 11:30 and, Monday, Tuesday, Wednesday and Friday afternoons from 12:30 to 15:00 during term time only. The children have access to a secure, enclosed outdoor play area.

There are currently 28 children aged from two to under five years on roll. Of these 14 children receive funding for nursery education. The group currently supports children with learning difficulties and children for whom English is an additional language.

The group employs three staff. Two staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's self-care is encouraged and children are reminded to wash their hands before and after snack, use a tissue to blow their nose and to dispose of it in the bin. Staff usually take positive steps to help prevent the spread of infection by ensuring the room is kept clean and discussing the reasons for good hygiene with the children. So, children learn about good personal hygiene through the routines and examples shown by staff. Although the mop and bucket are located in the toilets and pose a possible risk of cross-infection. As a reminder and to reinforce staff comments, there are good posters, for example, in the bathroom; wash your hands, flush the toilet, use a paper towel and also in the play room, regarding healthy food. Children are further protected when they are ill as staff follow clear sickness and exclusion policies and share a list of communicable diseases with parents. Staff record all accidents and ensure parental consent is in place prior to administering prescribed medication and consent to obtain emergency medical treatment or advice is in place for all children.

Children have a positive attitude to physical activity. They play outside each day, in most weathers, with a range of outdoor play equipment which promotes their co-ordination and physical development. They have regular physical play sessions in the school hall as well as music and movement activities. Children receive good attention and support from the staff in developing their awareness of space and children understand why exercise and fresh air is good for them.

A wide range of snacks are offered daily which encourages the children to develop healthy eating habits. There are posters and regular discussions on healthy eating. This has given the children a good understanding of healthy food and why it is good for them. This is supported by the provision of play food and visits to the local shops where children purchase food and prepare and/or cook it on return to the group. The activities are photographically recorded and pictures displayed so children can refer to the activity during future discussions on healthy food.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe and secure within the group as staff are vigilant and aware of where the children are at all times. A good range of safe and suitable toys and equipment are available. They are easily accessible which promotes children's independence and free choice. Furniture is child sized and conforms to safety standards. The environment is bright, colourful and very child-centred. Children are praised for their care and consideration for each other which develops their self-esteem. Children's risk of accidental injury is minimised as staff conduct daily checks to reduce potential hazards, have a full risk assessment and the outside play area is fully enclosed and secure.

Children learn about fire safety as the fire evacuation procedure is discussed, practised regularly and recorded, ensuring they understand the routine and could safely exit the group if the alarms sounded. Staff develop children's awareness of safety as they give clear explanations, for example, 'don't throw toys or you might hurt someone'. The main door is locked and there is a record of visitors. This ensures children are kept safe. The welfare of children is given high priority and accident, incident and medication records are in place, up to date and countersigned

by parents. This ensures parents are kept up to date and informed about all aspects of their child's health and welfare.

Children are safeguarded because there is a designated child protection officer and staff are familiar with the groups policy and procedure for reporting any concerns. Parents are provided with information on child protection and the policy and procedures include the action that would be taken following any allegations about staff. Regular training ensures staff keep their knowledge and skills up to date.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, confident and sociable. Children are very enthusiastic on arrival at the group and they are eager to join their peers. There are secure and trusting relationships between children and the staff. Children have a good attitude. They are engaged in a wide range of activities throughout the sessions. Staff know children's personalities very well and they are clear about how to support their individual needs. This ensures all children receive appropriate care and attention.

All children are very active. They seek out their own challenges and become engrossed in purposeful play. They enjoy their time spent in groups or in one to one activities with staff. Children are independent in the majority aspects of their care, learning and play. They are excited by the opportunities offered to them and join in with enthusiasm. They acquire good dexterity as they learn to build with construction toys and a wide range of creative activities. Staff plan and provide a good range and variety of stimulating activities and constructively implement their planning which contributes to positive outcomes for children.

### **Nursery Education**

The quality of teaching and learning is good. Children are progressing well through the stepping stones towards the early learning goals. They are comfortable in their surroundings and respond with affection to the staff. The room is well organised, light, bright and attractive with many very good displays of children's work. Children are excited and stimulated by the activities set out for them and show confidence as they select what they wish to do or join in planned activities.

Children benefit from the very good understanding and knowledge staff have of the stepping stones and the Foundation Stage. This is evident in the planning which covers all the areas of learning and the understanding staff have of what children are learning from play and activities. All staff are involved with planning and excellent use is made of observations and assessments to ensure children's individual needs are met.

The present routine provides a wide range and variety of activities and therefore children are able to extend and consolidate learning. They use mathematical language very well, comparing where items are in relation to each other, for example, next to, under, longer, how many children are present and how many can play at an individual activity and therefore how many will have to wait for a go. Children develop a respect for each other and property, as staff encourage good manners, consideration and cooperation, such as when the children help to tidy up or share time on the computer. Children have a busy routine and behave well. They are offered many opportunities to become involved with daily routines, extending their independence and self-esteem.

Children appreciate the extensive variety of books available to them and they are learning how to use books appropriately. They enjoy looking at books on their own, with friends and at story time. Staff display exceptional skill at extending the children's vocabulary as they encourage discussion in all activities. This is especially important as several children use English as a second language. Speaking and listening skills are a priority and children are learning to speak confidently telling their news to the group and recalling the previous days activities and events. They are learning to be considerate when listening to others. Clear labelling and the use of name cards ensures that the children are developing good early reading skills. They recognise their names and are encouraged to find their own name for self-registration. Children have opportunities to develop writing skills and develop their understanding of the use of writing as they 'read and write' during imaginative play and skilfully use the computer. However, due to a lack of space, writing equipment is not always set out and although children are free to access resources for themselves they are often too engrossed in other activities to do so.

Staff adapt learning to meet the needs of the individual child, ensuring that children with learning difficulties and children who speak English as an additional language are given appropriate consideration and support. They work closely with parents, the school and outside professional to ensure each child achieves their potential.

Children are encouraged to concentrate on activities and are proud of their achievements. They are developing strong independence and have excellent self-esteem. Staff praise and encourage the children, who are happy and comfortable in the learning environment. Staff make good use of time and resources and use their observations to evaluate their teaching. They have an excellent understanding of behaviour management using a quiet, calm and sensitive approach to which the children respond very well.

### **Helping children make a positive contribution**

The provision is good.

All children have free and equal access to the large range of resources and activities. They are treated as individuals by staff, who ensure activities are suited to children's specific levels of understanding. The excellent working relationships staff have formed with both parents, school and outside agencies means each child's abilities and needs have been recorded, documented and are regularly assessed. This ensures all children including those with learning difficulties and/or disabilities have their care and learning needs met well. Positive relationships are formed and children are quickly learning to work together, share and take turns. Through the well-planned topics, children have many opportunities to engage in activities which enhance their learning and understanding of the wider community and the world around them. Children's spiritual, moral, social and cultural development is fostered.

Children are learning to manage their own behaviour as staff are considerate and consistent when explaining why certain types of behaviour are not acceptable. Staff provide a positive environment, are consistent, use praise and encouragement freely and are calm in their approach to the children. There is a written behaviour management policy which works very well and is fully understood and implemented by the staff. There is a designated staff member for behaviour management and the policy is regularly discussed to ensure it remains effective. Staff have developed expertise in managing children for whom English is an additional language. They take time to ensure that children fully understand instructions and have access to all activities often working on a one-to-one basis. This ensures that all children's understanding and language development is progressing rapidly.

Partnership with parents and carers is good. They are kept informed of their child's progress and development through daily exchange of information, an open invitation to meet with staff to discuss their child's progress and the very good, individual and informative, scrap books which staff complete for each child. Newsletters are provided for parents and carers regularly and give information about forthcoming events and themes. All plans are displayed and are cross-referenced to the stepping stones and the Foundation Stage. Information is also displayed about the Early Years Foundation Stage. This gives parents a good picture of what the group is doing, what they are offering the children and why and what is planned for the future.

A parent pack is given to all parents and includes the philosophy of the nursery and information on policies. Child protection, contacting Ofsted and making a complaint information is fully discussed prior to children attending but Ofsted contact details are not easily accessible. Parents complete registration forms for all children with staff ensuring parents are aware of the consents required to provide a secure and safe environment. Parents are actively encouraged to be involved with their children's learning. They are invited to help in nursery at any time and join the children on local visits.

## **Organisation**

The organisation is good.

The group is well organised and offers a child centred environment which effectively fosters children's development in all areas. Space and resources are well organised and staff are committed to ensuring that children's individual needs are met. There is a very relaxed, happy atmosphere within the group.

Communication between staff is very good, which enables them to meet children's individual needs. Additional support and funding is sought for children with learning difficulties or for whom English is an additional language ensuring the children can gain the maximum benefit during their time with the group. Documentation is well organised and filed securely. A comprehensive set of policies and procedures firmly underpins and supports the practice throughout the group.

There is a very stable staff group but, if staff need to be recruited there are formal recruitment and vetting procedures in place to ensure those working with children would be suitable to do so. Training is given high priority and opportunities are discussed with staff on a regular basis, during regular staff appraisals and included on the professional development plan. Staff are clear that they wish to enhance the care given to the children. All staff are clear about their roles and responsibilities and they work very well as a team.

The leadership and management of the nursery is good. The staff team set high standards for themselves to maintain. They understand how children learn and what they need to do to ensure all children progress. They have a clear vision for the nursery education with a strong focus on children's personal and language development. All plans for the future are shared with parents. All staff participate in recording the observations and assessments of children's learning and regular evaluations of the group's activities and future plans. Strong support for staff is in place and training needs are identified as appropriate. The staff team are aware of the strengths and weaknesses of the setting and monitor the effectiveness of their planning. Staff have an excellent understanding of individual learning needs and ensure the group is fully inclusive for all children.

The provision meet the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was requested to ensure Ofsted's contact details were included on the complaints policy. This policy has been amended ensuring parents or carers are able to contact Ofsted should they wish to do so. They were also requested to; ensure the risk assessment covered all areas of the nursery, times of arrival and departure were recorded on the register and that procedures to be followed should allegations be made about staff were included on the child protection policy. The group has updated all of its policies and a full risk assessment is in place, the child protection policy includes the management of allegations about staff and the daily register includes times of arrival and departure of both staff and children. This ensures that children are safeguarded and protected.

The following recommendations were also made, provide a greater degree of challenge and more opportunities for children to develop problem solving skills in mathematics, improve accessibility to resources and provide more information to parents on the educational programme. Staff now provide more opportunities and challenge for children in mathematics and have reorganised resources to enable children to self select their own play activities. This provides children with a broader range of opportunities. There are now good displays for parents regarding the educational programme. Planning is displayed and children's scrap books include the six areas of learning related to the Foundation Stage and there is regular discussion with parents on their child's progress. This ensures that parents know what the children are learning and the groups plans for future learning.

### **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 cleaning equipment is inaccessible to children
- ensure Ofsted's contact details are easily accessible to parents and carers.

## **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):

- provide further opportunities for children to write for different purposes.

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](http://www.ofsted.gov.uk)