

Liskeard School Nursery and Pre-School

Inspection report for early years provision

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| Unique Reference Number | 103164 |
| Inspection date | 09 October 2007 |
| Inspector | Sarah Jane Wignall |
| Setting Address | Luxstowe, Liskeard, Cornwall, PL14 3EA |
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| Registered person | Liskeard School 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?

Liskeard School Nursery is a committee run group. It opened in 1997 and operates from an independent building in the grounds of Liskeard School and Community College which is situated in the town of Liskeard, in Cornwall. A maximum of 23 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 until 15.30 during term times only. All children share access to a secure enclosed play area.

There are currently 30 children from three months to five years on roll. Of these, 14 children receive funding for early education. Children come from the local area.

The nursery employs five members of staff. Over half the staff hold appropriate early years qualifications. The setting receives support from an advisory teacher from Family Services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in bright welcoming premises. The setting is kept clean and staff follow suitable procedures when changing nappies. Children are encouraged to be independent with personal hygiene and they confidently wash their hands after messy play and before eating. In hot weather children are encouraged to protect their skin through the use of sun hats and cream. There are plans in place to extend the covered area in the garden to offer children more protection from the weather. Staff keep appropriate accident and medication records and sufficient staff hold current first aid certificates.

Children are provided with a filling mid day snack which generally consists of fresh bread rolls and fruit. Children visit the café style snack system when they are hungry and help themselves to food and drinks. Children staying all day bring a packed lunch which is stored appropriately. Staff ensure they are fully aware of any special diets or allergies.

Children's health is promoted and enhanced by constant access to the outdoor play area. Sessions are organised so that children can go outside to play throughout the day. Children enjoy access to a bright and stimulating play area where they show skills of co-ordination and control as they climb on the small climbing frame, use the slide and balance on beams. Outdoor sessions include music and movement sessions and children enthusiastically join in as they are asked to march, hop and jump. Good use of the outdoors encourages children's knowledge and understanding of the world as they take part in planting and growing projects and use their senses to explore water, pasta, sand and other materials.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to move safely and freely both indoors and out. A designated member of staff takes responsibility for health and safety and undertakes daily checks of the setting before children arrive. Any maintenance issues are referred to the management for attention. Indoor play space is suitably organised to accommodate the needs of younger and older children. Doors are used to separate the play rooms so that appropriate activities can take place in each. Children learn about fire safety as they practise regular fire drills, and all fire and electrical equipment is regularly serviced to maintain its suitability. Children are kept safe and secure as effective security measures are in place.

The outdoor play area is divided into separate areas for use by older and younger children. The area generally used by the older children is well maintained and imaginatively designed. While babies and younger children do access the bigger area on occasion, the section they generally use has not yet been fully developed and has some minor hazards such as peeling foam protectors. Children have easy access to a suitable range of age appropriate equipment. Staff ensure this is safe and suitable and any broken equipment is removed or replaced.

Children are protected as suitable child protection procedures are in place. Staff are aware of action to take and agencies to contact if concerned about children in their care. Good links with the adjoining secondary school provide additional support to staff.

Helping children achieve well and enjoy what they do

The provision is good.

Young children are well cared for by the consistent staff present in the baby room. Staff ensure they are fully aware of home routines for sleeps and feeds and these are followed in the setting. Staff have undertaken training in the Birth to three matters framework and use this knowledge to plan interesting and varied activities for younger children. Children show delight as they use their senses to explore the texture of foam. Staff add lavender to water so that children use their sense of smell when playing in the water. Babies and younger children enjoy good access to the outdoors and staff embrace their learning as they provide children with paints in order that they can paint in the puddles of water on the ground. Regular observations of children keep staff informed of their development and they use this knowledge to plan the next steps in learning. Movement from the baby room to the older play room is well managed with children's individual needs as a priority.

Nursery Education

The quality of teaching and children's learning is good. Consistent and knowledgeable staff work in the play room. They have a good understanding of the Foundation Stage and plan varied and interesting activities that increase children's knowledge and understanding. Weekly plans show a good balance across all areas of learning with specific learning intentions identified for more able and less able children. Staff undertake regular observations of children so that they are aware of progress made. Most areas of the play room are well laid out with bright and colourful displays, however the book corner is unimaginative and under used.

Children thoroughly enjoy free access to the outdoors and spend long periods of time playing outside. Staff use this area to increase their mathematical understanding for instance as they play hopscotch and record the number on a chart. Children learn about growth and change as they plant sunflowers and beans and watch them grow and develop. Children are excited when they find a long green bean and bring it in to show staff. Children learn about bread and dough as they help to make bread. They observe the changes as water is added and the mixture goes from dry to wet. Staff introduce new language to children when talking about the bread dough. They encourage children to use descriptive words such as sticky, soft, hot and warm. They learn that yeast is used to help the bread rise.

Children show very good levels of concentration when sitting at circle time or creating collage pictures with glue and beans. They are gaining skills of independence as they use the toilet unaided, help themselves at snack time and some children are learning to zip up their coats when going outside to play. Children show good listening skills as they listen to stories about the Little Red Hen, and recall the characters in it. Staff make very good use of signing as a way to aid communication with less able children. Very good use is made of music within each session. Children are confident and enthusiastic singers and join in with new and familiar songs. They enjoy singing along to the guitar. Overall children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children benefit from very good links with the local community. They learn about ceremonies such as marriage as the local vicar visits the setting to perform a marriage ceremony with the children. Children enjoy dressing up in special clothes and eating the wedding breakfast

afterwards. They learn about a Christening in the same way. Staff increase children's understanding of harvest as they prepare for a visit by a local farmer. Children handle grain and flour and talk about the cereals they like to eat. Children learn about other cultures and the wider world as they celebrate Chinese New Year by using chopsticks and making Chinese dragons. Staff have a good understanding of children's individual needs and are able to support children with learning difficulties and/or disabilities effectively. They have learned to use sign language as a way of communicating with children who have speech problems, or who lack communication skills.

Children behave very well. They have very good relationships with staff and each other and older children are kind and caring towards younger ones. Children form warm relationships with each other and often join together to complete an activity such as making collage pictures or playing outside on the bikes. Staff create a calm, comfortable environment where children feel valued. Children are rewarded with lots of verbal praise and encouragement from staff and occasional stickers reinforce achievement such as tidying away the construction set without being asked. Staff caring for babies are responsive when they are upset and need a cuddle.

The partnership with parents and carers is good. Staff greet parents and children on arrival and offer appropriate support until children settle and are ready to separate from parents. Parents have access to relevant information that is displayed on the notice board and they are provided with occasional newsletters which provide details of topics being covered, among other things. Parents of younger children receive daily written sheets outlining sleeps and feeds during the day. Parents of children receiving nursery education are able to see weekly planning that is displayed on the notice board. Parents have not been fully involved in formally sharing developmental records and inputting information from home. Staff do not yet use the information from parents to help guide planning and individual target setting. The nursery fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care is enhanced by good organisation within the setting. They benefit from being cared for by qualified and committed staff. Most staff hold relevant early years qualifications and they attend regular short courses to keep their knowledge and skills updated. The manager holds a Foundation degree and is currently undertaking further training. The indoor play environment is well organised to accommodate the needs of younger and older children. Staff are aware of their roles and responsibilities and sessions run smoothly. Effective use is made of childcare students attending the adjoining college. Children particularly benefit from free and easy access to the outdoor environment, where they gain fresh air and exercise which helps to improve their overall health and well being. Students and new staff members undergo induction procedures but these do not include child protection. All staff have regular appraisals which help identify ongoing training and developmental needs.

The leadership and management of the nursery are good. The nursery is run by a committee made up of school staff and parents. Day to day leadership is in the hands of the manager who provides good support and direction to staff and students. She is responsible for all day to day operations at the setting and refers other issues to the nominated person of the committee. The setting benefits from its close links with Liskeard School and Community College, as children occasionally visit the college to undertake activities in the technology and science areas. Both the manager and committee are keen to develop practice and facilities at the group and the recent developments to part of the outdoor play area are evidence of this. Additional help and

support are also obtained from Family Services. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure times of arrival and departure of children and staff are recorded. At the last nursery education inspection they were asked to ensure the full participation of all children in physical activity, to provide a range of stimuli and appropriate materials to fire the imagination of children in role play. They were also asked to ensure that more training is obtained for those less certain about the special needs code of practice.

Children are protected as staff have recently introduced a new registration system and are fully aware of the need to record all children and staff attendance on a daily basis. Children's health is promoted by free and easy access to the outdoor environment where they all participate in a wide range of physical activities. Children enjoy dressing up and playing in the role play area. Music is regularly used to help children express themselves and be creative. Children with learning difficulties and/or disabilities are appropriately supported as the setting now has a designated special needs co-ordinator in place.

Complaints since the last inspection

Since 1st April 2004 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):

- continue to develop the outside play area, so that the area used by babies is well maintained and imaginatively designed
- ensure staff and student induction procedures include child protection

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):

- encourage children to make more use of factual and story books by developing the book corner and deploying staff effectively in this area
- use information from parents about children's ability on entry, and regularly consult with and involve parents in discussing progress and setting individual targets for development.

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