

Lamberhead Green Headstart

Inspection report for early years provision

Unique reference number	EY368331
Inspection date	06/11/2008
Inspector	Mary Wignall
Setting address	Lamberhead Green Cp School, Kershaw Street, Orrell, WIGAN, Lancashire, WN5 0AW
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The setting was registered in 2008 having had pre-school provision on site since 1990. It operates from a purpose-built building within the grounds of the Lamberhead Green Community Primary school in the Orrell area of Wigan. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Pre-school sessions are from 09.00 to 11.30 and 13.00 to 15.30 Monday to Friday in the pre-school room, and from 9.00 to 11.30 on Thursdays and Fridays in the creche. It is registered for a maximum of 34 children and currently has 54 children on roll. Children have direct access to a secure, enclosed outdoor play area and also have access to the school hall and additional outdoor play space. It is fully accessible on the ground floor. The setting supports children with either learning difficulties or disabilities, and English as an additional language. The children are cared for by a team of three staff, all of whom all have appropriate early years qualifications.

Overall effectiveness of the early years provision

Parents and children are welcomed into the bright and colourful nursery by warm and interested staff. A variety of meetings with staff and parents means all children's individual needs are well identified and met. Most children including those with additional needs or English as an additional language make good progress towards the early learning goals. The setting has a culture of self-evaluation and continuous improvement in partnership with parents. It is currently working towards a number of quality assurance schemes, including the Wigan Quality Standard and the Healthy Early Years Setting award.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop partnership with other providers to maintain consistency of care and integration of learning for the children
- increase effectiveness of hand-washing arrangements for the children by making sure soap is available at all times.

The leadership and management of the early years provision

Staff and resources are deployed effectively to provide stimulating and fun activities. A small confident staff team work well together to share tasks and provide high quality care and education for the children. Good induction procedures and regular staff meetings mean staff implement the setting's policies well. Risk assessments with a system of both daily and annual checks efficiently identify and minimise risks to children. Partnerships with parents are very well established and ensure each child's needs are met. Parents are involved and informed of their children's progress in a number of ways. For instance, they meet

regularly, share diaries and have access to their children's development files. Weekly 'inspire' sessions provide opportunities for parents to go into the nursery and work with and alongside the staff and children. Staff provide ideas of activities to do together to support and reinforce their children's learning. Information about other settings the children have attended is obtained, although, it is not used effectively to ensure continuity and progression for the children's learning and care. Arrangements for safeguarding children are robust. Recruitment procedures protect children and, as all staff hold a relevant qualification, care and learning are well informed. All staff understand safeguarding issues with the designated person having attended additional training to support their role.

The quality and standards of the early years provision

The staff show confidence and knowledge of the Early Years Foundation Stage as they interact with the children. They ask open-ended questions encouraging them to think for themselves. They have high expectations of the children. For instance, when choosing to play outside some children ask staff to do their coats. The staff check a display discreetly showing which children can do their own coats. Reminded they can do it themselves, with a little encouragement, they do. A well organised system of planning, observation and assessments involves the parents and all the staff. Individual learning needs are well identified and targeted for progression towards the early learning goals. A well planned learning environment encourages the children to be active and engrossed in play. For instance, the children dress up, admire themselves in the full-length mirror and sit chatting at play tea parties.

Skilful interaction and good quality resources maximises play and learning for the children. A low level interactive board entices them to be active and enquiring. They show understanding as they use the interactive 'pen' to play their favourite songs or games. They enjoy each other's choices as they sing, dance or count on cue. When asked 'how many' they begin to hold their fingers up trying to show how many they can make. A suitably sized parachute means all children can join in the games effectively. They all can hear as the staff suggest they make slow then fast waves. They show good coordination, adjusting to hold two handles instead of one as some children go underneath experiencing the brief enclosure.

All staff model clear speaking, encouraging the children's language development. The children listen to stories with excitement as they are read with great expression. They shout out at appropriate times showing familiarity and understanding of the story. The children show care and concern for each other. For instance, a child offers a hand to another as they struggle out of the apron after water play outside. Staff encourage the children to think about their feelings in well planned activities. For example, small groups of children listen as the staff explains why a cuddly toy is happy or sad. They stroke it caringly as they talk to it. The children behave well. The staff are calm and consistent as they explain the benefits of sitting up and listening. When some children find it hard they involve them more in the activity. This renews their interest and allows all children to benefit from the activity.

Good procedures protect the children's health and safety well in partnership with parents. All relevant records are in place. Posters and low level driers encourage the children to wash and dry their hands. Soap dispensers are available, although most of them are empty, limiting the effectiveness of the procedures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

This is the first inspection since registration.

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.