

Levendale Under Fives Group

Inspection report for early years provision

Unique reference number	305960
Inspection date	09/12/2008
Inspector	Gianna Ulyatt
Setting address	Levendale Primary School, Mount Leven Road, Yarm, Cleveland, TS15 9RJ
Telephone number	01642 784968
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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).

Description of the setting

Levendale Under Fives Group is privately owned and run by a voluntary committee. It opened in 1976 and operates from a single storey building from premises within Levendale Primary School in Yarm. It is registered on the Early Years Register. A maximum of 26 children from two to five years of age may attend the setting at any one time. There are currently 42 children on roll who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The group operates during term time only.

Seven staff members work directly with the children. Three hold an appropriate level three childcare qualification. The group receives support from the local authority.

Overall effectiveness of the early years provision

Levendale Under Fives Group provides well for children in the Early Years Foundation Stage (EYFS). Children are safe and secure in the spacious self-contained unit and staff create a welcoming and caring environment. Inclusion is good because all children are welcome and the group works hard to ensure they all participate in the activities offered. The group is well focused on continuous improvement, which is evident in the number of staff seeking additional training and qualifications.

What steps need to be taken to improve provision further?

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

- review the organisation of the indoor space to give better scope for free movement and well-spread activities
- develop the use of the outdoor area to further support all areas of learning
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

The leadership and management of the early years provision

Robust arrangements are in place for safeguarding children and good vetting procedures ensure all staff are suitable. Records and policies required for safe and efficient management of the provision are in place and well adhered to by all staff. Regular risk assessments ensure children learn and play in a safe and clean environment. Adults are well deployed and work and play alongside children in small groups encouraging their learning.

The partnership with parents and carers is good. Staff exchange information on a

daily basis and staff value their views. They are very welcome into the setting and find out about the provision through posters, notices, and newsletters. The setting offers half-termly discussions with parents to discuss their child's progress. In addition, there is a good exchange of information between providers. Children who attend the local school nursery have a daily diary so schoolteachers know what they have been doing in the setting. The setting has good contacts with external agencies to ensure children's individual learning and welfare needs are met.

Staff have begun to evaluate the provision, but the process is incomplete which makes it difficult for the setting to be clear about its strengths and development opportunities. Nevertheless staff willingly take new ideas on board and strive for improvement. The recent introduction of a key person system is having a positive impact on children's learning. Observation and assessment procedures are newly in place and these are helping staff to find out what children already know so they can plan accordingly. The points raised at the previous inspection have been fully addressed.

The quality and standards of the early years provision

The managers and key staff are well experienced and clearly understand the needs of very young children. For example, they read stories, chat with them, and make learning a fun and stimulating experience. Activities are generally topic related and the setting collaborates well with the local school nursery to ensure there is no overlap in planning. Children learn about the immediate locality when they visit the school most will attend in the future. Staff observe children and are beginning to make notes about their learning. They use this information well to help children overcome difficulties. They question children well and extend their thinking.

Children enjoy their time in the nursery and parents say they look forward to coming. This is because staff provide a good range of activities and use equipment well so children have plenty of choices. However, indoor floor activities tend to encroach on each other. Children's personal skills are developing well and relationships between adults and children are good. Therefore, overall children are well behaved and confident to express their needs. Adults help children to understand the importance of turn taking and sharing which prepares them well for their future.

Children know when and how to wash their hands and are increasingly independent with toileting skills. They are beginning to show care for their setting; however, staff tend to tidy equipment away, therefore children do not develop enough responsibility. Children have free access to water throughout the session and make choices at snack time about the drink they prefer. The setting has an enclosed area outside but this is not used to its potential throughout the year and there are too few planned opportunities for physical activity on a daily basis. Therefore, some valuable learning opportunities are missed.

Adults interact well with children and this helps them stay longer at an activity and improves concentration. They teach children many new skills such as handling paintbrushes, manipulating dough and joining construction components. These

activities help children to improve their manipulative skills and prepare them well for handwriting. Children learn early counting and number recognition through planned activities and daily routines. They enjoy constructing models and using small people toys and role-play equipment. These activities improve their vocabulary and their use of language for ideas. The setting is aware that Information Communication Technology (ICT) opportunities are limited and has recently ordered relevant equipment.

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 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

There have been no complaints made to Ofsted since the last inspection

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.