

Lutley Kindergarten

Inspection report for early years provision

Unique reference number 258824
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Inspector Rachel Wyatt

Setting address Lutley Community Centre, Brookwillow Road, Halesowen,
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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

Lutley Kindergarten opened in 1984. The setting is managed by a committee. It operates from two rooms in a single storey community centre building, in the grounds of Lutley Primary school in Halesowen, within walking distance of local shops and parks. Level access is available to the building and areas used by the kindergarten are on one level. There is an enclosed area for outside play and children go on local walks and take part in activities in the school. The kindergarten serves the local area.

The setting is registered by Ofsted on the Early Years Register. A maximum of 24 children may attend the setting at any one time. There are currently 51 children attending who are within the Early Years Foundation Stage (EYFS). Of these 50 children receive funding for early years provision. The group opens five days a week during school term times. Sessions are from 09.15 until 11.45, Monday to Friday and from 12.30 until 15.00 on Tuesday and Thursday. The setting has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language.

Four staff work with the children. Three member of staff have relevant Level 3 qualifications and the other member of staff is working towards a Level 3 qualification. The setting also employs a member of staff who helps with catering and cleaning. The kindergarten is a member of the Pre-school Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Children's welfare, learning and development are very successfully promoted by a dedicated staff team who create a vibrant, welcoming and safe environment. Children are fully included because their individual needs are clearly understood and effectively met due to effective assessment systems and strong partnerships with parents and carers. The setting demonstrates a great commitment to improvement, monitoring all aspects of the provision and taking positive action to address issues in order to enhance children's care and early education. This includes having a clear vision for the future development of the group such as plans to further extend the outdoor facilities.

What steps need to be taken to improve provision further?

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

- improve systems to ensure new committee members' checks are promptly completed
- update policies and procedures to make it clear how these relate to the setting's safe and efficient management of the Early Years Foundation Stage.

The leadership and management of the early years provision

Children's early years care and education is very well managed by caring, capable and motivated staff. Sessions are carefully planned and run smoothly. An effective key person system and good staff deployment ensure children are fully supported so they have time to enjoy all the rewarding experiences, activities and resources provided.

Effective recruitment, induction, ongoing staff development and regular training ensure adults are suitable and knowledgeable. However, although the majority of the management committee are vetted, children's welfare is potentially compromised because not everyone has submitted required documentation to Ofsted in order for checks to be initiated.

In other respects children are safeguarded. Staff fully understand their role to protect children. They minimise the risks of any harm to them and take prompt action if they have any concerns. Comprehensive information is obtained about each child's family circumstances so that staff know who has legal contact and parental responsibility, and who may collect them. In addition, all required information and parental agreements are obtained to ensure children are well looked after.

Children's welfare is further promoted by the kindergarten's robust health and safety measures. The premises are secure, free from hazards and well maintained. Clear risk assessments, daily checks and the staff's vigilance ensure hazards are promptly addressed. Effective health and hygiene procedures ensure children's medical and dietary needs are understood and that they receive prompt appropriate treatment if they have an accident, become unwell or need medication.

Partnership with parents and others are successful and valued by staff. Families receive comprehensive helpful initial information, consequently, they know how the kindergarten operates. Thereafter, they have regular detailed newsletters and displays contain a wealth of information such as children's artwork, activity plans and photographs. Parents' views are welcomed and contribute to improvements in the setting such as displaying details of the day's activities. They also have ready access to the setting's written policies. A review of these is in progress but currently policies contain out of date information so that it is not clear how procedures contribute to the setting meeting EYFS requirements.

Children really benefit from the setting's commitment to improvement. Effective monitoring and evaluation systems ensure most areas for development are identified and promptly addressed. For example, children's learning has been enriched by the development of well resourced information technology and café areas. Their welfare has been enhanced by improved confidentiality in record keeping, the replacement of flooring in the café and kitchen, and implementing more robust risk assessments in line with a recommendation agreed at the last inspection.

The quality and standards of the early years provision

Children love learning. They are busy, sociable and purposeful, relishing the range of enjoyable activities in a welcoming stimulating indoor and outdoor environment. Their interest and understanding is most ably promoted by the adults whose involvement enriches children's play. Staff capably promote, consolidate and extend their understanding and skills and, where appropriate, confidently adapt plans, their approach and resources to cater for children's additional needs.

Children progress very well. Robust assessment procedures include parents' views about their child's abilities and interests and ensure staff have a clear understanding of each child's starting points and their ongoing learning priorities. Staff plan and organise rewarding topics and activities which incorporate children's individual needs. There is a balance of adult-initiated and child-led activities with lots of opportunities for children to explore, investigate and be creative. As a result, children are active participants in purposeful play and exploration. They learn through positive fun experiences. For example, tidy-up time is a joyous event, children competently working together and swiftly putting away toys once the music starts, including a break for a quick dance to a favourite pop song.

Children make excellent progress in communicating, literacy, numeracy, and information and communication technology. For example, they are articulate, confidently recalling events and expressing their ideas. They love books, responding well and listening attentively to entertaining stories. They are self-reliant and independent, confidently using the computers, making decisions about when they want a snack, and acting responsibly, for example, in the role of 'helper for the day'.

Children develop the habits and behaviour appropriate to good learners. They readily respond to the expectations of those who work with them. If children misbehave, staff encourage their apologies and help them to understand the consequences of their actions or words. Children join in, make friends and respect each other, taking into account each other's diverse needs and backgrounds. They value each other's efforts and enjoy special occasions such as a child's birthday, and learning more about festivals such as Diwali or Chinese New Year. Children also behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. Their appreciation of the importance of a healthy lifestyle is very effectively encouraged through activities and routines so that, for example, children become adept at independently managing different aspects of their personal care. They love outdoor play, dancing and aerobics, and use a range of physical apparatus and wheeled toys with growing confidence and skill.

Children's learning and welfare is enriched by the setting's very positive partnership with parents, carers and other agencies. For instance, parents make valuable contributions to their children's learning. They help in the setting, including bringing in pets, talking about their jobs, playing music and leading aerobics sessions. At home they read the books which their children have selected

from the school library. Improvements since the last inspection ensure parents have plenty of information about the activities provided, which assists them when they are talking to staff or helping in the setting or if they want to follow up ideas at home.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.