

Lindfield Pre-School Nursery

Inspection report for early years provision

Unique reference number EY234449
Inspection date 02/04/2009
Inspector Paula Jane Hayhow

Setting address Chiltern Youth Centre, Chiltern Avenue, AMERSHAM,
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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

Lindfield Pre-school Nursery opened 34 years ago and is run by a voluntary management committee of parents. It operates from three rooms in the Chiltern Youth Club in Amersham-on-the-Hill, in Buckinghamshire. The main entrance is level which means that the premises are easily accessible. Children have access to the fully enclosed outdoor play area. The provision is registered by Ofsted on the Early Years Register.

The setting receives funding for early education. It is open each weekday during term-time and sessions are from 08:30 until 15:30. The sessions are sub-divided into morning, lunch and afternoon groupings. A maximum of 36 children may attend the setting at any one time. There are 36 places for children in the Early Years Foundation Stage and there are currently 52 children attending who are within this age group. Most of the children live locally. A small number of children attend other settings, such as nurseries or childminders.

There are 12 staff members, of whom seven hold relevant childcare qualifications. One staff member is completing training to achieve an appropriate childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. Staff build excellent relationships with parents and carers who are meaningfully involved in the children's learning. The flexible but organised approach to planning takes account of each child's individual needs, abilities and developmental stages, which enables them to participate purposefully in all the stimulating activities and daily routines of the setting. Their learning is monitored through ongoing observations from dedicated key workers, who plan for each child's development. The play leader enthusiastically works alongside staff reviewing practice, identifying the setting's strengths and weaknesses setting realistic goals to improve the practice and care of the setting ensuring that children are offered positive play and learning experiences.

What steps need to be taken to improve provision further?

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

- ensure that hazards to children, both indoors and outside, are kept to a minimum; this refers to the monitoring of the garden to include broken glass, sharp items, the uncovered electrical sockets, trailing heater wires and securing leaning display boards
- develop the initial assessment of children so that these are used to influence the planning in the early stages and ensure that observational assessments are routinely updated and monitored in order to gain an overview of children's learning
- ensure that children have access to drinking water at all times.

The leadership and management of the early years provision

Clear and positive policies and procedures relating to safeguarding of children ensure that their welfare is promoted at all times. There is a secure recruitment system to check that all staff, students and helpers are suitable to work with children. Staff and other carers are supported well through procedures for inducting them in their role and responsibilities and there are systems in place which includes mentors for new staff and appraisals each year. The manager has implemented systems to monitor and evaluate the provision, and to ensure that improvements are made where necessary. This is carried out through staff discussions, risk assessment plans, parents' questionnaires, self-evaluation forms and the group promptly completed recommendations raised at the last inspection. The play leader and staff work very well with parents and carers and ensure that there is a clear and thorough exchange of information in order to promote children's learning and development, such as using communication books, end of term reports, information folders, newsletters and a sensitive, supportive daily dialogue. The setting maintains good links with the local school, nurseries and childminders through exchange of visits, letters from children and newsletters which document the current themes and areas of learning being explored.

The play leader and staff have procedures in place ensuring that hazards are minimised and that children can move around independently, freely accessing their chosen activities. However, children's safety could be affected as some areas are not always checked thoroughly enough, such as the group rooms or garden. Staff have clear activity plans for each child attending which is fed by their daily observation and the recordings in their daily diaries which include photographs and written observation linked to the six areas of learning. Staff know the children well and settling-in assessments include many of their likes, dislikes and care needs which enables the staff include these when organising activities. However, the initial assessment of children does not include their capabilities and the observational assessment is not always routinely updated and monitored which could prevent the children's learning plans being promoted fully, when they first start or on an ongoing basis.

The quality and standards of the early years provision

Children are consistently offered stimulating and interesting activities and resources which enable them to make measured progress towards the early learning goals. Staff organise the environment with colourful posters, samples of children's work and toys are easily accessible, situated in predictable areas so children can self-select and organise their own play. Children develop their confidence and independent skills through activities, such as managing their personal needs in the bathroom, washing hands unaided, packing away their crockery after lunch time or finding and using scissors to cut open a packet of crisps. Nursery themes enable planning to extend children's understanding on subjects, such as 'Spring', 'Healthy lifestyles' and 'Pairs' where children match shoes, gloves and socks in the pretend shoe shop, plant cress seeds to observe

their growth and make and discuss healthy food options during cooking. Staff further develop their knowledge during the weekly cooking session where children measure out ingredients, recognise the number of grams on the scales and see the changes take place when chocolate melts and is added to cereal to make egg nests.

Staff support children well and encourage them to be active in their learning and to think critically. For example, they follow children's lead in their play, extending their understanding through appropriate questioning and encouragement, such as when building the bridge across the garden, balancing on stilts and stepping stones or rolling out the lavender smelling play dough. Children enjoy stories and phonic sessions learning about the different words beginning with 's' and describing what some of these mean, for example, rainy showers and slithering snakes. The staff are well qualified with a good commitment to improving their childcare knowledge through additional training. Planning is based on sound observations and assessments of the children including ongoing information gained from parents, other settings and staff's clear observations. These assessment methods ensure that key worker staff know the children's interests and their achievements as they progress. These inform the 'next steps' for each individual child which is discussed routinely at the fortnightly key worker meetings and planning is then adapted to meet each child's individual needs.

Staff have a good understanding of creating a generally safe and welcoming environment in which risk is minimised and children learn to take care of themselves, such as lining up carefully so as not to bump into each other, practising road safety on their walks to the park, discussions relating to 'stranger danger' and packing away toys to prevent accidents. Staff ensure that children are well nourished through well-balanced snacks and a supportive packed lunch suggestion form for parents. Children are actively encouraged to understand the importance of washing germs from their hands at appropriate times, healthy exercise and a wholesome diet through regular discussions and projects. However, whilst there are regular drinks times the children do not always have access to drinking water should they be thirsty. The staff have a clear understanding of safeguarding children, some having been on training and all are able to implement their policy appropriately.

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? | 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? | 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.