

# Whitley Lodge Under 5's

Inspection report for early years provision

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<b>Unique reference number</b>	310255
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Marian Thomas
<b>Setting address</b>	Whitley Lodge First School, Woodburn Drive, Whitley Bay, Tyne and Wear, NE26 3HW
<b>Telephone number</b>	0191-2972002
<b>Email</b>	
<b>Type of setting</b>	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 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

Whitley Lodge Under 5's provision is situated in a single storey mobile building in the grounds of Whitley Lodge First School in Whitley bay, Newcastle. The setting is accessible and inclusive and welcomes children with learning difficulties and disabilities. It is registered under a trusteeship and is managed by a committee made up of parents. The group has been established since 1993 and is registered to provide sessional care for 18 children aged from two to five years. Sessions run from 09.05 until 11.35, Monday to Friday and from 12.35 until 15.05 Monday, Wednesday and Thursday afternoons during term time only. There are currently 45 children on roll who are within the Early Years Foundations Stage (EYFS), of these 14 receive funding for nursery education.

The day to day management of the setting is undertaken by two Pre-School Coordinators who both hold a level three child care qualification. The remaining five staff who work with the children all hold relevant child care certificates at levels two and three. The setting receives teacher support from the local authority and is registered by Ofsted on the early years register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Whitley Lodge Under 5's provision is a good provision which provides quality care and learning opportunities for all children who attend. Children enjoy their time in the setting as they are kept actively engaged and learn well. The setting is inclusive in practice and all adults promote respect and equality amongst the children. Good quality policies and systems are in place to ensure children's health and well-being are promoted and that they are kept safe. The leadership and management of the setting is good because the management committee and Pre-School Co-ordinators work well together within the setting. They have recruited high quality staff and have a good understanding of the provisions strengths and areas for development.

## What steps need to be taken to improve provision further?

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

- ensure that the complaints procedure is readily accessible to parents and carers
- develop links with all other settings providing for children in the Early Years Foundation Stage.

## The leadership and management of the early years provision

The Pre-School Coordinators are aware of the strengths and areas for development of the setting. In partnership with the management committee they work hard to recruit and retain high quality staff. Because of this, children's learning,

development and behaviour are good. All policies and procedures reflect the Early Years Foundation Stage requirements well. Co-ordinators and staff are beginning to self-evaluate their provision but recognise they need to continue this process. Measures have been put in place to respond to previous recommendations. The happy atmosphere promoted by staff is well recognised by parents who feel their children enjoy coming to the provision and are very well cared for. The setting has a written parental complaints policy in place, however information on how to proceed in the event of a complaint is not easily accessible to parents and carers. There are some established links with other early year's practitioners to ensure children's needs are planned for. However, staff are sometimes less well informed about the ongoing progress and achievements of children who attend other providers on the same site.

Excellent safeguarding procedures are in place that meet current legislation to ensure all risks are thoroughly identified and assessed. This is particularly evident when children go on trips when staff take extra care to ensure safety at all time. All staff are well qualified and vetted and this enables the management to be sure that they are suitable to work with children.

## **The quality and standards of the early years provision**

Children move around the provision freely and make choices from the well organised activities, which are structured to meet their individual needs. The weekly themes help to link activities and reinforce learning. For example the collage activity using different shades of green entranced young children who found it difficult to believe all the materials on the table were green!. Staff work hard to ensure children's social and emotional needs are developed. A good example of this can be seen at snack time where children sit down together and enjoy healthy finger food provided by parents on a voluntary rota. A positive behaviour policy is in place, which all children recognise and staff constantly reinforce by rewarding good behaviour. Because of this, children are polite, take turns and are considerate towards each other. They also learn to share resources. Young children demonstrated this when taking turns to pack a suitcase for an imaginary holiday trip. The planning for children's learning makes good links with the Early Years Foundation Stage and evaluates how children respond to these activities, which then helps them to plan for the future.

The staff work very hard to ensure children really enjoy themselves when they come to the provision, and this is reflected in children's attitudes and behaviour. For example, children say 'I like painting the best when I come here to play with my friends'. All staff have calm and friendly attitudes and often join in with children's play. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Children's imagination is well developed through the role-play activities on offer in the dressing up corner. This is made even more fun by staff joining in and going on a picnic with the children.

Active learning is well promoted within the setting through the diverse range of activities. This helps the children in the setting to develop good learning skills which directly contribute to their future economic wellbeing. The importance of

healthy eating is well established. They are aware of the importance of washing their hands before eating, to reduce the spread of infection. Children enthusiastically join in with active play outside and this helps to develop their physical fitness. Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
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

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