

Lighthall Under Fives

Inspection report for early years provision

Unique reference number	250084
Inspection date	09/06/2009
Inspector	Teresa Marie Taylor
Setting address	LAYCA Community Centre, Stretton Road, Shirley, Solihull, West Midlands, B90 2RL
Telephone number	0121 744 5128
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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 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

Lighthall Under Fives was registered in 1994, although has operated for many years prior to that date as a parent and toddler group. It is a registered charity run by a committee and operates from the self contained LAYCA community centre in the grounds of Lighthall senior school in Shirley. A maximum of 25 children may attend at any one time. The group is open from 09.30 to 12.00 on Monday and Friday and 09.30 to 15.00 on Tuesday, Wednesday and Thursday. The group have sole use of a large play room. There is a fully enclosed outdoor play area. The setting serves the local area.

There are currently 54 children from two years six months to five years on roll. The majority of the children receive funding for early education. Children attend for a variety of sessions. This setting is registered on the Early Years Register. The group supports children with learning difficulties and/or disabilities and those for whom speak English as an additional language.

The group employs six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Each child's individual needs are accurately recorded and regularly updated ensuring all aspects of welfare, safety and learning are appropriately promoted. Children enjoy the learning environment and the activities provided. The partnership with parents and schools is a strength and contributes significantly to ensuring children's individual needs are met. Children make good progress as staff evaluate the activities, resources and record individual areas for future development. However, not all children's documents are up-to-date.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to learn about the importance of keeping healthy and those things which contribute to this.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written permission is obtained from parents to seek emergency medical advice or treatment for all children attending. (Safeguarding and welfare)

23/06/2009

The leadership and management of the early years provision

The staff group have a good understand of the welfare and education requirements of the Early Years Foundation Stage (EYFS). They are good role models for the children and are calm and consistent in their approach to them. As a result children's behaviour is good. Staff are committed to attending additional training and professional development and using the knowledge gained to improve the opportunities and activities offered to the children. Parents are asked for their comments at regular intervals via questionnaires. They are invited to join the parents rota and be fully involved with their child's learning and the groups operation.

There is a good range of policies and procedures in place but consent to seek emergency medical treatment or advice is not recorded on the children's records. All policies and procedures are shared with parents and are freely available at all times in the entrance hall. Parents are provided with daily opportunities to talk to staff about their child's progress, have regular news letters and are being consulted about other methods of keeping them well informed about their child's learning and the groups overall operation. Parents comments during the inspection included the following; outstanding staff, excellent preparation and transfer of children to school and staff always willing to work with parents and provide very good advice and guidance. Staff have a good understanding of safeguarding issues and undertake regular training to up-date their knowledge.

There is a good capacity for continuous improvement as shown by the extensive, and recorded, future development plans the staff have completed. For example, new storage units have been obtained to increase the range of resources that children can access independently and exciting plans are in place to improve the outdoor space to provide an all weather play area. All children and parents are treated with respect and all aspects of individual care are taken on board, managed appropriately and recorded. Well documented observations and assessment show that the children are progressing well in the majority of their learning and development.

The quality and standards of the early years provision

Children are very confident and eager to start playing on arrival at the group and there are very good relationships between the children and staff. Children can self-select from the good range of age appropriate toys and equipment set out for them but, can also request any additional resources they would like to play with. Clear planning shows that all resources are regularly rotated providing interest and stimulation, both indoors and out. The staff are adept at recording their observations and assessments of children's ability and progress. The results are used to plan for the children's individual next steps in learning and development ensuring all children have their needs met appropriately. Information regarding children's activities, achievements and progress are communicated with parents on a daily basis and also via information boards, a television monitor, which displays information and pictures of children enjoying activities and news letters. They are

asked to comment on how they feel their children are progressing, to make suggestions and provide ideas on how to meet the next steps for their children's learning and development and to be involved in the parents rota which gives them first hand knowledge of what their children do.

There is a good range of adult-led and child-initiated activities with the staff encouraging children to explore and investigate. Staff interaction with the children is very good and they take on board children's ideas to extend or change activities. For example, some children were building a wall and were joined by other children using tools. The conversation was extended to how you build real walls and what resources would be needed, for example, cement to make the bricks stay together. Children play outside daily and staff have plans in place to extend the outdoor area and provide an all weather play space. Children enjoy physical activities and have been practising for their sports day outside and enjoy music and movement indoors. Children have some opportunities to learn about the benefits of keeping healthy and the benefits of physical exercise by discussion, stories, taking part in activities and posters. Children develop their knowledge about the wider world as they observe chicks hatching, dig in the indoor garden, compare mini bugs, discuss numbers, the seasons, learn Makaton and celebrate festivals.

Children are learning how to problem solve for themselves as staff ask open ended questions about play equipment and activities. They ask children to compare size, shape, numbers, name colours and identify parts of their face. Imaginative play is a strength. Staff have converted part of the room into an indoor garden. There is turf, soil, bark, plant pots and garden tools including a lawn mower. Children had to put wellingtons on to go digging and were encouraged to discuss the texture and feel of the soil and bark. Further supporting activities were provided to extend the theme of mini bugs, these included; real bugs which the children could touch or look at through a magnifying glass, a caterpillar story and butterflies to draw or paint. Children have a good range of books and are actively encouraged to 'read'. Staff respond well to requests for stories and read them on demand.

Children are provided with a healthy and nutritious range of snacks which include fresh fruit and vegetables and are encouraged to help at snack time by handing round the plates of food. Children have free access to water at all times and independence at meal times and in personal hygiene are encouraged. Children are beginning to understand about cross infection as there are posters about hand washing and staff provide appropriate information about nose blowing and disposal of tissues.

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?	3
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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