

Lydgate Pre-School

Inspection report for early years provision

Unique reference number	512762
Inspection date	17/06/2009
Inspector	Steve Rigby

Setting address	Lydgate Junior & Infant School, Lydgate Road, Batley, West Yorkshire, WF17 6EY
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Telephone number	01924 476464
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Email	
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Type of setting	Childcare on non-domestic premises
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Lydgate Pre-school has been registered since 2001. It is run by a voluntary committee, and operates from a classroom within Lydgate Junior and Infant School in Batley. The pre-school serves families from the local area. Children have the use of one main room and enclosed play areas for outdoor activities. The pre-school is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend at any one time. The pre-school has 28 children on roll aged two to five years old, most of whom are in receipt of nursery education funding. Children attend for a variety of sessions. The pre-school offers care from Monday to Friday during school term time and children attend on a part-time basis, opening 09.15 until 12.15. The pre-school welcomes children who have learning difficulties and/or disabilities, and those for whom English is an additional language. A team of four staff regularly work with the children, two of whom hold a relevant childcare qualification and others are working towards a recognised qualification. The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the effectiveness of the childcare provision is good. Enthusiastic and supportive staff ensure a wide range of well planned learning experiences from which children benefit. Staff create a very welcoming, inclusive and safe environment where children enjoy their learning and are making good progress. There are good relationships with parents who speak highly of the setting. Although not formalised the setting identifies areas to develop and build on good practice. There is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a formal self assessment system for evaluating and monitoring the settings strengths
- use the information gained in observations and assessments to plan the next steps in children's learning and development.

The leadership and management of the early years provision

Staff are aware of the strengths and weaknesses of the pre-school and are committed to improving the outcomes for the children. To this end they attend numerous courses and cascade the training to all staff to help develop their expertise and improve the quality of their work. Recommendations from the previous inspection have been addressed. An action plan to review policies and practice has been established and reviews undertaken. There are now three members of staff with paediatric first aid certificates. Levels of personal hygiene

have improved with children now regularly washing their hands before eating food. Children are appropriately safeguarded in a safe, secure and clean environment. Effective procedures and risk assessments are regularly undertaken and understood by all staff. Although the setting knows itself well, there are limited systems in place for self-evaluation and recording of strengths and weaknesses. Much is discussed during weekly meetings, but little is written and an effective and efficient recording system is currently not in place.

Children's developmental records are well established. They are of a high quality providing a range of evidence that reports on the progress that individual pupils are making. These records are then shared with parents who frequently express their approval and amazement about the good progress their child are making. However, the information gained in observations and assessments is not used sufficiently well enough to help plan the next steps in children's learning and remains an area for development.

Parents spoken to felt very positive about the pre-school and said that their children enjoyed attending. They felt well informed and found staff to be both welcoming and approachable. 'They are preparing them well for school and that's a good thing' typically reflects parents' confidence in the setting.

The quality and standards of the early years provision

Staff provide a suitable range of activities to ensure that children make good progress. Planning documents cover the six areas of learning and ongoing observations enable staff to record children's achievements. However, the next learning steps are not recorded on children's individual records. Staff strive to involve parents and carers, and are developing links with other agencies to support a smooth transition. Children's individual interests are built on with a range of opportunities provided to promote their creative and communication skills. For example, children enjoy experimenting with paints, crayons, baking and a number of role play areas also prove popular. Behaviour is good and staff set good role models being consistent and positive in their approach. As a result children manage their own behaviour well and willingly share and play happily together. Adults encourage a calm environment speaking quietly but clearly. For example, children join in singing enthusiastically with actions and words but quickly settle when asked to do so. Children experience a good range of regular activities and their knowledge and understanding of the world around them is promoted well. They learn about different festivals, such as, Easter and Eid and celebrate different cultures. A travel agents area encourages role play and provides opportunities for children to share their experiences of holidays. They take part in experiments growing 'grass heads', planting flowers and observing mini-beasts.

They are provided with good opportunities to develop their physical skills. They have access to both grassed and hard surfaced areas riding bicycles, and using play group games in the secure area shared with the Reception class. However, these opportunities can be curtailed due to bad weather as the outdoor area is a distance from the classroom without any covered area. This makes it difficult for staff to ensure a continuous provision is maintained. Children have opportunities to work with ICT and develop their basic skills in technology, but this is

underdeveloped. Children's good health is promoted and staff ensure children are kept safe. For example, clear instructions about sitting on chairs not tables and the consequences of running instead of walking are fully explained. Healthy eating is promoted during break time and children are encouraged to follow good hygiene practices. These are all well supervised and positively encouraged by staff.

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?	3
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met