

Lavender Pre - School At Lindbergh

Inspection report for early years provision

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Inspector

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Setting address

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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.

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Description of the setting

Lavender Pre-School at Lindbergh was registered in 2009 at its current site. It was previously registered at another site. It is situated in the Lindbergh centre in Wallington, Surrey. It is a purpose built building with large hall and additional rooms. During the hours of opening, the group has the sole use of a large hall, two small rooms, sensory room, kitchen, toilet facilities and a secure outdoor play area. The building is used at other times for a variety of community purposes. The pre-school is open each weekday during term time offering flexible hours from 09:15 to 13:15, including lunch. The pre-school is registered for 30 children in the early years age range. There are currently 50 children on roll.

The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The playschool employs eight members of staff. Of these, seven hold appropriate early years qualifications. Three staff have appropriate first aid training. The group belong to the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the staff promotes all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the nursery staff and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular self-evaluation by the staff ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the self-evaluation process

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the all the staff at the setting. Comprehensive policies and procedures are in place to protect the children from harm and neglect. All the staff have thorough knowledge and understanding of child protection issues and the steps to follow against an allegation of abuse made

towards the staff and to protect the children against harm and neglect. Full risk assessments are carried out on the setting and for outings. The member of staff in charge of health and safety is fully aware of her responsibilities in ensuring the children are kept safe during an emergency. Well thought out emergency evacuation procedures are in place which keep the children safe in an emergency and that are carried out on a regular basis. All adults in the setting have full Criminal Records Bureau checks recorded. All of the staff ensure children are protected from all adults who enter the premises and that they are not left alone with them. As a result, children are thoroughly protected from harm.

Children learn about diversity and equality by informative and educational activities arranged by knowledgeable staff. The children enjoy learning about different festivals and celebrations from around the world. The staff teach the children about Chinese New Year, Easter, Christmas, Diwali, Eid and other festivals. The staff make excellent use of the information on the children's registration forms and ask parents to come in and teach the children about their festivals they celebrate at home. Children's learning of independent skills are enhanced through the careful placement of resources and activities around the setting to allow for self selection.

The staff have excellent partnership with the parents of the children and with outside agencies. The staff share all of their observations and portfolios of the children with the parents through coffee mornings. They discuss the Early Years Foundation Stage with the parents so they are aware of what the staff are doing with the children and why they are doing it. Parents are also invited into the setting to spend time with the children to see what activities they do whilst they attend and to find out what the children are learning through these activities. The staff complete comprehensive files on the children which allows the parents to see the progress they are making. The parents receive detailed daily feedback about the day the children have had. Parents receive an abundance of information when they start and throughout their time at the setting. The staff ensure parents are kept informed throughout the time their child spends at the setting. This builds extremely effective bonds and children benefit greatly from this. Staff have a very good working relationship with the area Special Educational Needs Co-Ordinator (SENCO). They work together to ensure the needs of the children are paramount and that they are progressing well with their development.

All staff are driven to improve their knowledge and understanding of child care practice through further training opportunities. The staff encourage all parents to have an active voice in the setting and these are included in the self-evaluation process. The manager is continually working on the setting's self-evaluation process, and looks at ways to improve the process to include everyone's views. As a result, the nursery is responsive to all of its users.

The quality and standards of the early years provision and outcomes for children

Children have clear and defined starting points and are making excellent progress from these. Observations are extremely detailed and have the next steps clearly outlined for the staff to successfully progress the children further with their

development. These assessments are linked to the six areas of learning, consequently, staff are able to see what areas they need to work on with the children. Staff also evaluate the children's next steps to ensure they are progressing with their development. They will then set new next steps to enhance the children's learning further. All activities that the children participate in are tailored for their specific age range and their abilities. Staff adapt all activities to meet the individual developmental needs of the children accessing them. This ensures more or less able children have their needs fully met in planning. Staff ensure they work the information from children's individual educational plans (IEP's) in to the planning. Staff ensure all activities are suitable for all children attending the setting and keep children with special educational needs and disabilities key workers informed of meetings with other agencies. As a result, all children are making excellent progress in all areas of learning.

Staff have focus activity plans in place which are fully evaluated to improve the activity for the next time. These plans also have focus children and key language to use to ensure they are aimed at all children, and allow for all abilities of children to progress with their development. Children thoroughly enjoy arts and craft activities. Staff give children lots of independence during these activities making sure they are able to choose what colour paper to use, what colour of paint they would like and also what method of painting the children would like to use. Staff actively encourage children to be expressive in their art work, and praise children for using their hands, arms and paint brushes. This ensures children have an enjoyable experience.

Children pick and choose which activities they would like to play with. Children have a special song that is played which signals that it is time to tidy away. Children stop what they are doing and start to help the staff with packing away the resources. Children need little reminding what they are required to do and enjoy the routine. Staff teach the children the importance of keeping the walk way clear of resources. This ensures children are aware of safety and trip hazards as well as how resources should be stored. Children are able to feel safe and very secure due to the vigilance of the staff. Children participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

Staff are adept in asking the children open ended questions which make them think about what they are doing. Staff are very calm with the children, and explain everything to them at a level they can fully understand, which results in well behaved children who respond well to praise. All staff are consistent in their approach to behaviour management and they adapt it to the age and understanding of the children involved.

Children are developing skills for the future through the activities and resources the staff plans for them. Children are enthusiastically taught about recycling and are shown by the staff the correct bins to put their rubbish in. Staff explain to the children the importance of recycling. This builds children's interests in the world around them and the environment. Staff encourage children to eat a healthy and nutritious meals. Children enhance their independence skills further by chopping up their own bananas, pouring their own drinks and selecting their names from a

board to show that they have had snack. Children also use Makaton during snack to time to ask for water or milk and to say please and thank you. Children are well protected from cross contamination and infection through regular hand washing.

Children have free flow access to a well laid out outside area. Staff ensure all areas of the nursery and outside areas cover the six areas of learning; this ensures the children learn both inside and out. Children are able to use the outside facilities all year round due to the all weather flooring and shelter when coming out of the nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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