

Lancaster Road Nursery

Inspection report for early years provision

Unique reference number	309696
Inspection date	28/09/2009
Inspector	Sheila O'Keeffe

Setting address	Lancaster Road Primary School, Lancaster Road, Morecambe, Lancaster, LA4 5TH
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Telephone number	01524 410 914
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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

Lancaster Road Nursery is run by a committee. It opened in 1997 and operates from three classrooms and occasional use of the school hall within Lancaster Road Primary School in Morecambe. All children share access to a secure outdoor play area. A maximum of 53 children aged under eight years may attend the setting at any one time. The nursery currently takes children from two to eight years of age. The nursery is open each weekday from 8am to 4pm during term time only. At present no holiday scheme is offered.

There are currently 101 children on roll. Of these 73 are in receipt of funding for nursery education. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There is a staff team of 12, 10 of whom hold appropriate early years qualifications. Two members of staff are currently undertaking training. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment where staff use their expertise to provide children with good quality care in an interesting, stimulating and inclusive environment. This enables children to enjoy their learning and make good progress. Excellent partnerships with parents, the link school and other agencies enable the children to obtain effective support and ensure all children are valued and supported. The management team has clear vision and ambition built on strong self-evaluation to drive improvement and ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of children's attendance consistently includes their time of departure when they are collected by the school
- develop further the use of the outside provision and ensure equipment and toys in the outside area are suitable for their purpose.

The effectiveness of leadership and management of the early years provision

The management ensure children are safe whilst in their care. They have detailed policies and procedures for safeguarding children and staff understand their roles,

responsibilities and processes to ensure children are protected. However, the record of children's attendance does not consistently include their time of departure when they are collected by the school. Parents have comprehensive information through a variety of means, for example, an information pack and display board in the foyer to assist in communication for the smooth running of the nursery. Risk assessments and good health and safety practices ensure children are safe indoors and outside. However, some outdoor resources need updating and others are not suitable for their purpose.

The manager is an experienced teacher who has a clear vision and detailed plans for continuous development to improve outcomes for all children. Staff appraisals and regular meetings to share information ensure children are provided with a stimulating environment and their individual learning needs are well catered for. This is further supported by the key worker observations that provide good information to inform assessment and planning. The manager supports staff development. Staff develop their practice and knowledge through training, attending other settings and acquiring external moderation and certification in order to improve outcomes for children. Effective systems are in place to obtain feedback from parents, staff and children who are regularly consulted in a number of ways. The setting has recently been through a successful quality assurance process. Staff continually monitor and review the planning environment and what they provide for the children, to ensure inclusive practice and to improve provision and outcomes for children. The building is accessible, welcoming, bright and stimulating. The recent addition of new toilets has considerably enhanced the nursery and improved the children's independence.

The setting has excellent relationships with parents and carers ensuring each child's needs are well met. Parents feel fully involved through the excellent daily opportunities to share information about children's achievements, experiences and progress. For example, parents have regular access to their child's Learning Journey. Staff encourage parents to support children's learning at home through schemes, such as the 'Family loan Club'. The mother and toddler group also offers further opportunities for parents to develop their knowledge of early years development. This effective partnership contributes to children's good progress and ongoing development. The setting has excellent links with the primary school, ensuring smooth transition when children move on to school. Children are very well supported by staff and other support agencies to make sure all children and their diverse needs are met and equality of opportunity is promoted.

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

The staff have a good knowledge of the Early Years Foundation Stage. All the areas of learning are covered well to ensure that children make good progress in their learning and development. Children's achievements are observed and recorded by staff and are used to inform the planning for each child's next steps in their learning. The setting creatively displays children's work to stimulate their imagination. The youngest children enjoy exploring the sand, making pretend cakes and developing early counting skills. Some children are learning to take turns putting food in the play microwave and developing their communication skills by

discussing with each other what they are doing. Children are developing good listening skills through their enjoyment of stories as they join in with actions and sounds. They persevere at self-initiated tasks, for example building a tower with bricks and choosing rollers and paint colours to be creative with. Multicultural resources and visits, for example, from a fire engine, develop children's awareness of differences and their knowledge of the wider world. The setting is timetabled to share the outside provision with the school. It is acknowledged by the setting that the outside provision does not meet their needs for continuous outside provision. The development of the outside area is subject to acquiring funding. However, children do have daily opportunities to learn through play and enjoy their experiences outdoors.

Well established routines encourage good hygiene as children wash their hands or use wipes at appropriate times. Good quality food is provided for the children's mealtimes and a variety of fresh fruit and drinks are available to encourage healthy eating habits. Children enjoy being out in the fresh air and confidently use the resources available. However, their outside time is limited due to having to be timetabled to share the space with the primary school reception class and not all equipment is suitable for purpose.

Children are confident in their relationships within the nursery and the well organised routines give them a sense of security where they feel happy and settled. They are developing an understanding of dangers and how to stay safe as they carefully line up and stay by the wall as they go out to the outside space, or respond to instructions when moving to a different room. Behaviour is good and children are developing positive relationships with each other.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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