

Lydlynch Pre-School

Inspection report for early years provision

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Inspector Judith Howell

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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

Lydlynch Pre-School Limited opened in 2005. It is managed by the directors and the manager. It operates from a self contained wing in Lydlynch School in the centre of Totton near Southampton. There is one main room for the children to use and a secure enclosed outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The setting is open each weekday from 09.00 to 15.15 during term time.

There are currently 68 children from two to five years on roll. Of these 37 receive funding for nursery education. The pre-school supports children with special education needs and/or disabilities. Nine children have been identified as having additional needs and one child speaks English as an additional language.

Lydlynch Pre-School employs ten members of staff. Of these six hold NVQ Level 3 and four hold NVQ Level 2. All staff are trained in paediatric first aid.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and fully inclusive environment through effective and comprehensive policies and procedures. Activities and experiences for children keep them motivated and they make good progress in their learning. Secure partnerships with parents and outside agencies contribute to the sharing of information, which is used well to promote all children's care and education. Staff work very well as a team, which ensures the continuation of a fully inclusive learning environment for all children. The process for self-evaluation is effective and fully supports the outcomes for children's welfare, learning and development, which ensures the provision has the 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:

- continue to develop the use of observations of children to plan for their individual next steps across all areas of learning
- extend opportunities for children to access the outside area during wet weather.

The effectiveness of leadership and management of the early years provision

The pre-school is well led and managed. As a direct result, all staff are motivated and work very well together on a day-to-day basis. The pre-school has a comprehensive collection of policies and procedures in place that are detailed and well-informed. There are clear procedures in relation to the safe recruitment and suitability of staff which give high priority to the safeguarding of children. Effective risk assessments are undertaken regularly to ensure children's safety throughout the pre-school, as well as outside areas and when taking children off-site. Systems to identify areas for improvement are effective and there is a clear self-evaluation plan, which is detailed and highlights the strengths and priorities for improvement.

The pre-school has taken positive action to ensure that the recommendations of the last inspection have been met. The book area now has a good selection of books and is very popular with the children. The introduction of a 'Learning Journey' file along with a record of development ensures parents are given the opportunity to be involved in their children's learning. Parents are kept well informed and many informal conversations between staff and parents and carers were observed. Notice boards, regular newsletters and an attractive leaflet provide a good variety of information. The prospectus is being re-written. Each child in the pre-school is assigned a key person who works in close partnership with parents, which ensures children's individual needs are met and inclusive practice is promoted. Children with special educational needs are carefully monitored and very well supported. As one parent of a child with special needs commented, 'The support my child receives is fantastic'. Strong links with the on-site Lydlynch Infant School ensures the children transfer smoothly into school.

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

Children receive a varied and interesting range of activities and resources that enables them to make good progress through all of the early learning goals. The planning is flexible and takes into account the ideas and interests of the children. For example, staff use cooked spaghetti to extend young children's interests and sensory experiences. All children are included and valued and staff plan effectively to meet their needs. The wide range and variety of resources and equipment both inside and outdoors fully enhance all areas of learning.

The environment is attractive, well resourced and organised to interest the children and promote all areas of learning. The children are happy, settled and confident in their surroundings. They enjoy their time at the pre-school and benefit from the relationships they have with their key person. Their independence is promoted and encouraged in all areas of their play. Children have positive attitudes to activities and are eager to take part. During activities staff support children's learning well. For example, while making and decorating crowns, the children were asked, 'Who wears a crown?' and 'Where do they live?'. This offers children hands on experiences which provide good opportunities to be creative, imaginative and

active learners. They particularly enjoy participating and becoming involved in role-play activities. For example, they take great delight in using a mobile phone to call Bob the Builder to repair the castle. Children develop their speaking and listening skills well which build good foundations for literacy. They have good opportunities to interact with others, to listen and share interests at the end of a session, as they speak confidently about what they have enjoyed. They count together and particularly enjoy singing songs such as 'Bee bee bumble bee, can you say your name to me'. Self-selection and choice are promoted well as children are able to help themselves to toys and resources. They freely access the computer and with support use the printer. Children show curiosity and increased confidence when completing jigsaws and when building with bricks. The assessment system to help staff plan the next steps in children's learning is new to the pre-school and has yet to become firmly established.

Physical play is carefully planned for both outside and indoors on a daily basis. There is regular, well-planned access to a secure outdoor area allowing children opportunities to engage in a wide variety of activities, such as riding tricycles, playing in the sand, watering the plants, looking for insects under logs and just enjoying the fresh air. However, access to the outdoor area is limited during wet weather. Children's personal, social and emotional development is given high regard. As a result they exhibit good social skills and very good behaviour.

Children's health and well-being is well promoted. Children have snacks provided which offer a good daily variety and range of healthy options. Staff sit and eat healthy lunches with the children and parents/carers are regularly reminded about healthy lunch boxes. Their health is also promoted as the procedures support children in gaining knowledge of adopting personal hygiene routines, such as washing their hands before eating and after using the toilet.

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	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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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