

Longton Ladybirds Nursery School

Inspection report for early years provision

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Inspector	Denise Sixsmith

Setting address	Longton Ladybirds, 45 School Lane, Longton, Preston, PR4 5ZA
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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*.

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Description of the setting

Longton Ladybird's Nursery School is a Committee run setting which has been registered since 1992. The nursery provision operates from a single storey building in the village of Longton and is a long established feature of the local community. The children can access a large child-orientated activity room, toilet facilities and a secure outdoor play area. There is a separate kitchen and store room. A section of the main building provides a small area for administration.

The Nursery School operates Monday to Friday from 9am to 12.30pm and from 1pm to 4pm on Monday, Wednesday and Thursday, during term time only. There are some sessions run specifically for children aged three to five years. The children attending the nursery live in the village and surrounding areas. There are currently 40 children on roll. The nursery provides a service for children with special educational needs and/or disabilities, and children with English as an additional language.

There are six staff members including an administrator. All staff hold a level 3 child care qualification. The nursery is a member of the Pre-School Learning Alliance (PLA), receives support from the Local Authority and provides funded places for the provision of early education to children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A dedicated and experienced staff team ensure that children's individual needs are met very well. The children benefit from a stimulating and exciting child-centred environment, which promotes their independence and supports them to make good progress in their learning and development. The manager and staff continuously evaluate their practice and are confident about what the setting needs to do to improve further. The committee and management have been successful in making and sustaining improvements. Close links with parents ensure that they are kept well informed about their children's progress.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment is conducted and reviewed regularly, at least once a year or more frequently where the need arises. (Suitable premises, environment and equipment)
- 23/02/2010

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

- develop and put into practice the plans to refurbish the outdoor play area to provide a more rich and varied play area to further challenge the children.

The effectiveness of leadership and management of the early years provision

The children are kept safe as safeguarding is given a high priority within the nursery school. Robust recruitment procedures ensure that all staff working with children are suitable to do so. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report such concerns. All members of staff have undertaken training and the nominated safeguarding person has attended enhanced training. Staff conduct daily safety checks in the premises and outdoor play area; however, the formal risk assessment has not been updated as required in line with the Early Years Foundation Stage (EYFS) welfare requirements. Staff ensure that arrivals and departures are monitored carefully to ensure the safety of the children. All of the necessary fire safety equipment is in place and regular drills are held to ensure that children and staff know what to do in the event of a fire or an emergency.

The nursery is developing systems to enable communication with other providers of the EYFS to ensure that when children attend other settings they can work in partnership. Good arrangements are in place to ease the transition when children move on to school. The manager and staff team work well together, and they all contribute and make suggestions for improvement. Parental comments and responses to questionnaires are valued and taken on board in order to continuously improve practice. The recommendations set at the last inspection have been implemented to improve the learning opportunities and the welfare of the children. A complete overhaul of the building has been undertaken since the last inspection to provide a comfortable child friendly environment. Future plans include, the development of the outdoor area and ongoing work towards a quality award.

Staff talk to parents on a daily basis about what their children have been doing and have a good knowledge of the children's families and backgrounds. The about me booklets give them information about children when they first start, including any special interests or talents so that together with staff's initial observations they can determine the children's starting points in order to help them to progress. The parents spoken to are all very supportive of the nursery school and the warm, caring, knowledgeable staff. They all value the staff's commitment to ensuring their children receive good quality care and learning, and thoroughly enjoy themselves while at the nursery.

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

The children make good progress in all areas of learning. Skilled staff plan an exciting range of activities which motivate, interest and challenge the children. Ongoing observations are made of children's achievements, interests and learning

styles across all the areas of learning and these are used to plan the next steps for their progress. Staff know the children very well and the planning of focused or adult-initiated activities takes account of the children's interests and abilities. There are many opportunities for spontaneous learning with children leading and directing the play. As a result, the children demonstrate good levels of involvement as they play. A large cardboard box provides an opportunity for the children to use their imagination and transform it into a vehicle. Adults ask sensitive open-ended questions, extending their play and promoting the children's thinking and communication skills. The children can make decisions, for example, deciding that they want to listen to the story with a member of staff on the settee in the book area, or take part in a baking activity. The children communicate very effectively, sharing their ideas and expressing their feelings. Adults listen to the children sensitively, giving them time to respond. The environment has a variety of print so that children can begin to recognise the written word. The home corner is transformed into different role play areas, such as a travel agents, dependent on children's interests. A wide range of mark-making materials is easily accessible and tools such as chunky chalks are also taken outside for the children to use in their outdoor play. The children concentrate well, listening to stories and are keen to answer questions and make their own contributions. They discuss things that are important to them at circle time as they take their turn to speak while holding the model ladybird. Mathematical concepts are introduced through fun activities; for example, children learn to count backwards as they sing songs, count 11 children in the group and recognise numerals while playing with the variety of resources displayed around the nursery. They learn to calculate as adults ask them how many more spoons of mixture are needed during the baking activities. The children are developing self-confidence and self-esteem as they are able to make decisions and be independent. They respond readily to simple instructions from adults, for example, fetching resources for each other, helping to tidy up and showing care and concern for each other. The children learn about the wider world through the use of different topics, resources and regular discussion about holidays and other countries. They have access to a computer and so are becoming familiar with information technology. Regular access to outdoor play helps children to develop physical skills, as they move the large tyres around and explore the ice that has formed inside them overnight. Their creativity is fostered and nurtured as adults allow children to take their imaginative play in different directions; craft resources are easily accessible and children can initiate their own projects. The youngest children concentrate well on these self-chosen tasks, for example, spreading glue, sprinkling glitter and attaching foil flowers or wool to their picture.

The children develop a good sense of how to keep safe as they begin to understand how to manage risk for themselves and be aware of dangers. They have built up warm and trusting relationships with the staff. They behave well because they are engrossed and involved in their play. Staff encourage children to develop consideration for others and promote good manners. The children cooperate as they work together to solve problems and learn to respect and listen to each others contributions at circle time. They are developing skills for the future as they make good progress in all areas of learning. The children's good health is promoted through good opportunities for regular, active outdoor play. They learn about the effect of exercise on their bodies and learn to live a healthy lifestyle, as they chose to eat their snack at a time that best suits their needs. Fresh fruit is

offered at snack time when children chose to drink milk or water which they pour for themselves from small jugs. The children learn about a healthy diet through regular discussion and different topics on healthy eating.

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	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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