



# Lyne & Longcross Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296106
<b>Inspection date</b>	23 November 2005
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<b>Registered person</b>	Lyne & Longcross C of E School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Lyne and Longcross Nursery opened in 2004. The nursery forms part of Lyne and Longcross Church of England (Aided) Infant School in Lyne, near Chertsey in Surrey. It is managed by a management committee, members of whom include the school head teacher and school governors. The nursery serves families from the local community and surrounding villages.

The nursery operates from a self-contained wooden building in the grounds of the

school. Children are accommodated together in the one room. There are suitable toilets and changing facilities available and a fully enclosed outside area for outdoor play. Children have use of the school grounds and hall.

The nursery opens five days a week during school term time only. Sessions are from 08:45 until 12.15 and 11.45 to 14.45. Children may also stay all day (08:45 - 14:25). All children stay for lunch. They either bring a packed lunch from home or may have a school lunch.

The setting is registered to care for a maximum of 20 children from 2 to under 5 years of age. There are currently 24 children aged from 2 years to 4 years on roll. Of these, 12 receive funding for nursery education. The nursery welcomes children with special needs or who speak English as an additional language. Children attend for a variety of sessions.

There are nine members of staff who work with the children, two of whom hold a recognised early years qualification. One member of staff is currently on an appropriate training programme.

The setting receives support from advisors from the Early Years and Childcare Service, teaching staff, the head teacher and governors of Lyne and Longcross School.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about good hygiene practices as part of the daily routine. Many children are independent in their self-care skills, whilst staff provide appropriate levels of support for younger children as they are developing ability to do this. Children wash their hands at appropriate times and understand the reasons for doing so. Many children put on aprons for messy play, often persevering to do this independently. There are suitable procedures in place to ensure good standards of cleanliness and to promote good hygiene throughout the nursery and thus, minimise risk to children. Staff take steps to inform parents of occurrences of infection. Such actions help protect all children and may reduce the potential for the spread of infection.

Parents supply named water bottles for their children which they help themselves to as and when they are thirsty. Staff ensure that children can reach their bottles easily. The nursery follows the school's policy of promoting healthy eating and children enjoy a variety of different fruits at all snack times. All children assist staff in the preparation of fruit. They learn the names of fruits they are unfamiliar with as staff talk to them about these. Their social skills and awareness of the need to take turns and share are well fostered as children sit together to eat and pass plates of fruit to one another. Staff act as positive role models in promoting healthy eating as they also eat fruit at snack time. Children who stay for lunch have the option of having a school lunch or bring in a packed lunch from home. There is a choice of school meals and

staff seek the views of children about what they would like. Currently, menus are not displayed within the nursery area, which may mean parents are unaware of what their children have eaten unless they ask staff or view the menu displayed in school. Staff inform parents in writing of the expectation of providing wholesome foods and avoiding fizzy drinks and sweets if children bring in a packed lunch.

Children spend time outside in the fresh air each day. They enjoy physical exercise as they run freely around the nursery garden and explore the outdoor play equipment available to them. They take part in organised activities where they develop their physical skills further. They enjoy parachute play and giggle with delight when the ball they are trying to keep in the middle of the parachute falls onto the ground and when they all hide underneath the parachute. Children participate enthusiastically in such ring games as "The farmer's in his den" and "Here we go round the Mulberry Bush." They show good control of their bodies and awareness of others as they move around. Staff make use of the school field in good weather to further extend the range of physical play opportunities they offer children. Children are also able to use the school hall on some occasions, for example, when the weather is bad and they cannot go outside.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in safe surroundings. They move freely and independently around the available space of the nursery premises and can safely access the toilet area. Staff supervise children well and their use of risk assessment, daily safety checks and appropriate safety measures identify and minimise areas of potential risk to children. There are good security arrangements in place. Children are unable to leave the premises unsupervised and access to the school site is controlled. The nursery follows the school's fire evacuation procedure and children regularly participate in fire drills.

Children learn how to keep themselves safe as part of the day to day routine, and through discussions with staff as they make use of situations that arise to reinforce children's understanding of potential dangers. For example, staff explain why children shouldn't run around indoors or climb onto the furniture.

Children use equipment and furniture that is appropriate for their age and stage of development. They can independently help themselves to a satisfactory range of resources, those that staff set out for them each day and some other items that are stored within their easy reach. Staff regularly check resources to ensure that everything is ready for children to use and that there are no broken parts which may harm them.

Children are protected from harm because staff are aware of issues relating to child protection and understand what they should do if they have any concerns. There is a suitable child protection policy in place, although this does not include details of the procedure staff should follow in the event of an allegation of abuse being made against another member of staff. Parents are informed of staff's responsibility to safeguard children and the action they will take if necessary.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle well in the warm, friendly atmosphere of the nursery. Most enter confidently and separate easily from their parents and carers. Those children who are a little reluctant to do so, receive appropriate support and encouragement from staff. They form trusting relationships with their carers who are kind and approachable. Children enjoy each other's company and have fun together. They are welcoming to other children and happily include them in their games or move to make space for them to join in, for example, at the playdough table. Whilst children remain occupied and enjoy their play, they are somewhat restricted in the range of resources they can independently select to further enhance and extend their play.

The nursery is light and airy and displays of children's artwork help to create a pleasant environment for everyone. Staff organise available space to create clearly defined areas for some areas of learning, although this is not apparent for all, in particular mathematics. This has been identified as an area for development. Nursery sessions are arranged to offer children opportunities for free play, whole group times, directed activity and to be active. Staff sometimes group children for some activities according to age which means that they can focus on specific activities that are more appropriate for them. Staff are developing their understanding and use of the Birth to three matters framework of good practice. The supervisors have attended relevant training and are beginning to incorporate the framework into their planning and day to day practice to support the learning and development of children under three.

### **Nursery Education**

The quality of teaching and children's learning are satisfactory. Staff are familiar with the Foundation Stage curriculum and are developing their use of planning to ensure that children are presented with a variety of activities that have regard for all areas of learning and which focus on specific outcomes. It is evident from a scrutiny of the group's planning records that staff are making clear progress with this. The nursery's supervisors and the deputy supervisor hold a planning meeting each week. Other staff working within the nursery are made aware of the purpose of the activities through informal discussion. Staff are beginning to collate information about children's achievements through observation and assessment. Currently, systems are not sufficiently evolved to identify the next steps for children's learning. Staff are very aware though of the next stage in the process and the need to use their observations of children's progress to inform future planning.

Children are very confident and self-assured. They are secure in their relationships with adults and interact positively with other children. They select activities from available resources and concentrate well as they complete their chosen tasks, although some activities lack sufficient challenge. They are independent in their self-care skills, with many children able to put on their own outdoor clothes. Children are familiar with the daily routine and they follow this well. The eldest children in the nursery attend the school's weekly special assembly in which the achievements of both school and nursery children, are celebrated. They also enjoy being able to play with school aged children in the school playground once a week. They crowd around

the door excitedly as they wait to go outside, pointing out who they can see. Such strategies enable children to experience a different environment and to further develop their self-confidence and social skills. Children are confident speakers and chat freely with others. They recognise their written names as they self-register on arrival at the nursery and when they look for their name cards at snack time. Children enjoy exploring books, both individually and in small groups. They often choose to spend time in the book corner during the free play part of the session. Children can explore mark-making in the writing area although this is not as well resourced as it could be to stimulate children's interest. Some children attempt to write their names, with the support of staff, as they make Christmas cards but there are missed opportunities to encourage children to "write" for a purpose, for example in role-play situations. Some children confidently link sounds and letters. Currently though, staff miss opportunities to build further on their interest. Children count well using one to one correspondence. They use appropriate mathematical language as they talk about their ages, make comparisons about size and independently sort and match objects. They recognise colours and shapes. However, they have insufficient opportunity to practice and develop number recognition and problem solving skills. Staff do not exploit the opportunities that arise as part of the daily routine to consolidate and build further on children's skills. Children enjoy using the computer and are able to perform simple functions such as clicking and dragging. They talk about their families and special events and show an awareness of time. They discuss the weather and understand why they need to wrap up warmly before they go outside to play. Opportunities to build further on this, for example, by completing a weather board and thus recording their observations are omitted. Children move around indoors and outside with control and co-ordination. They demonstrate good spatial awareness when playing outside using wheeled toys, as they adjust speed, change direction and avoid collisions. Children develop their fine motor skills as they cut with scissors, manipulate playdough with their hands and as they use the range of tools available to them. They enjoy joining in games where they use their imaginations and act out stories. They take part in art and craft activities, although these are sometimes quite directed and mean that children have less opportunity to make independent choices and explore free creativity.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are mostly very well behaved. They are polite and show care and concern for each other.

Staff act as positive role models and their use of praise and encouragement supports children's developing self-esteem. They recognise that some younger children are learning to share and encourage this through explanation matched to their level of understanding. There is a positive approach to behaviour management and the nursery's "Promises" set the tone for expectations for behaviour. These are positively worded and meaningful for the ages and stages of the children attending the provision. Children are encouraged to help look after their environment by assisting staff to tidy away at the end of the free play session.

Children understand that they are part of the wider community of the school. All nursery children benefit from the very good opportunities they enjoy to share fully in the life of the school. They assist in preparations for the school Christmas fair and have a walk-on role in the Christmas production. Children who stay for lunch eat in the school dining hall alongside school children and thus, gain confidence in the hustle and bustle of the school environment. Currently, children rarely go off site and staff do not invite visitors into the setting to further enhance the range of experiences children have and to help them learn about the wider community of which they are a part. Staff have an awareness of issues relating to equal opportunities. Children have access to some resources that reflect positive images and different aspects of diversity to help them gain awareness of the wider world in which we live. The setting is fundraising for additional items. French and English words are displayed prominently around the nursery room, although currently labelling does not fully reflect the first language of all who attend the setting. There are good procedures in place to support children with English as an additional language in terms of the provision of one to one support, for example at story time.

Children's social, moral, spiritual and cultural development is fostered.

Children benefit from the warm, friendly relationships that staff form with their parents. Parents feel welcomed and there is an unhurried handover at the start of each session as parents bring their children to nursery. Staff are able to meet children's individual needs because they seek relevant information about children from their parents when they first start at the provision. Parents have easy access to some relevant policies and procedures, although the nursery's written complaints procedure is not readily available.

Partnership with parents of children who receive nursery funding is satisfactory. They receive some information about the Foundation Stage curriculum and there are notices within the classroom which describe the learning potential for different activities. However, some parents are unsure of what the Foundation Stage curriculum entails and there is no information about this easily accessible to them within the nursery. Parents are encouraged to share in their children's learning. All children regularly take home library and reading books to share with their parents. Newsletters contain suggestions for activities that parents may like to do with their children at home which link into the themes children are learning about. Parents have not yet seen the progress records that staff are now keeping on children and consequently have not yet had the opportunity to contribute their observations to these.

## **Organisation**

The organisation is satisfactory.

Lyne and Longcross Nursery has been in operation for a year and is becoming established. Children feel happy and at ease in the nursery environment. They receive appropriate support from staff who are aware of their role and responsibilities and who work together well as a team. Their needs are met through generally effective organisation and the satisfactory leadership and management of the

provision. Good practice is evolving through the setting's use of self evaluation and reflective approach. Action plans identify areas for development. There is a clear commitment to the ongoing improvement of care and education for all children within the setting and the development of existing practice.

Required documentation and other records, which contribute to the health, safety and welfare of children are mostly in place although medication records lack some detail. At the time of inspection, the setting had not received the Addendum and revised criteria to the National Standards but staff immediately took steps to obtain the relevant documentation. The registered person has therefore not yet considered what additional measures may be necessary to take to address these, in particular with regard to recruitment and vetting procedures and the development of the complaints procedure.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consolidate the health care records of children attending the setting by asking parents and carers to sign the medication record to acknowledge the entry



- review existing recruitment and vetting procedures to ensure that these are sufficiently robust and have regard for the changes to the National Standards
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and provide parents with more easily accessible information about what their children have to eat at lunch time if they are staying for a school lunch
- provide more opportunities for children to independently access a wider range of resources to further enhance and extend their play and engage in free creativity

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider ways of providing parents with easily accessible information about the Foundation Stage curriculum. Share children's progress records with parents and provide them with opportunities to contribute to these
- continue to develop planning, observation, evaluation and assessment procedures to show children's progress through the stepping stones and to identify the next steps for children's learning. Use these to inform future planning, in particular, to ensure that activities are sufficiently challenging for more able children
- provide more opportunities for children to use numbers and develop their problem solving skills, in particular as part of the daily routine
- provide more opportunities for children to explore emergent writing and to link sounds and letters

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