



Lydlynch Pre-School

Inspection report for early years provision

Unique Reference Number	EY309670
Inspection date	16 January 2006
Inspector	Clare Moore
Setting Address	Lydlynch Pre-School, Lydlynch Road, Totton, Southampton, Hampshire, SO40 3DW
Telephone number	02380 863 188
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Registered person	Lydlynch Pre-School Limited
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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 34 children from 2 to 5 years on roll. Of these 24 receive funding for nursery education. The nursery supports a small number of children who have special needs and welcomes those who speak English as an additional language.

The pre-school employs six staff. There are five staff who hold appropriate early years qualifications and one member of staff who is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very effectively promoted. At snack times they are served with a selection of fresh fruit and are offered a choice of water or milk to drink. Drinking water is available at all times from a drinking fountain. Specific needs of children such as allergies and sensitivities are carefully recorded and very good systems are in place to ensure their needs are met. A packed lunch is stored in the refrigerator to keep it chilled and is removed from the fridge before serving, ensuring it is appetising to eat.

Children enjoy fresh air, exercise and physical play in the garden every day, weather permitting. They take part in a variety of activities which give them opportunities to climb, slide, balance, throw and catch balls, use ride on toys and play games. This helps children to develop physical skills and to keep fit and active. Finer movements are refined through using tools such as hole punches, a stapler, pipettes and rolling pins and cutters as they manipulate malleable materials. Children keep warm in the cold weather by wearing coats and keeping active.

Children are cared for in a comfortable clean environment and they understand the need for good personal hygiene. Children's toys and equipment are clean and well maintained. Children become independent by managing their toilet needs, then washing and drying their hands as soon as they are able to with sensitive support from staff. Environmental and hygiene guidelines, policies and procedures are promoted. An effective sickness policy helps to prevent the spread of illness and cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks to children are minimised effectively because the setting has a high level of security. Risk assessments are carried out regularly both indoors and outside and all medicines and cleaning materials are stored safely. Children know about the fire safety procedures which are practised regularly. The first aid kit is maintained through regular checks and is easily available. Staff are qualified in first aid so that action can be taken to treat children in the event of an emergency. Children are carefully supervised during the time they spend in the care of the pre-school. They learn to become aware of safety issues such as sitting correctly on chairs and walking rather than running indoors, which helps to prevent injury to themselves and

others.

Staff have a secure understanding of child protection procedures which helps to ensure that children's needs are met.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy at the pre-school, due to carefully considered settling in procedures and attention to individual needs. Children are confident and demonstrate a sense of belonging as they arrive. They exchange greetings with staff, find their coat peg and hang up their coats, before choosing an activity.

Children spend their time purposefully in a variety of ways which helps them to enjoy their time at the nursery and maintain interest. They enjoy painting, games and music, and benefit from good resources and an exciting programme of activities. The book corner is easily accessible but the location and lay out means it is not always used in the best way. A selection of toys and equipment is stored or set out so they can be easily accessed by the children. Children have frequent opportunities to explore different textures and enjoy sensory experiences, for example with toys such as shakers, activity centres and natural materials. All children are supported in developing language skills as staff talk and listen to them. They enjoy songs, rhymes books and stories. Daily notes and records about progress are written by staff and shared with parents ensuring continuity of care for the children.

NURSERY EDUCATION

The quality of the teaching and learning is good. Children of 3 and 4 years are making steady progress towards the early learning goals. Staff have a clear working knowledge of the Foundation Stage of learning. They provide a broad range of activities and experiences, ask questions and offer praise and encouragement. Children enjoy their activities and are fascinated as they explore new experiences. For example, handling and melting ice with warm coloured water to see what happens to it. Children use their imagination when they explore paint, play with small world toys and move to music. They enjoy rhymes, puzzles, books and games which help them to practise number and language skills. Staff meet together and pool their ideas to make activity plans and also to evaluate and develop them.

Children are motivated and interested in what they do, for example they eagerly post symbols on to the weather board. They enthusiastically take part in the story of "The three little pigs" and the discussion afterwards when they are asked what sort of house they live in. They are absorbed in role play when they bandage up a practitioner and nurse each other as they adapt the vets surgery to make it a hospital. They enjoy working with play dough, cornflour glupe and construction when they build with different sorts of multi-link bricks.

Children are becoming confident speakers and listeners. They practise and develop skills as they take part in conversations with staff and other children. Their vocabulary is extended through talking about their activities, families and a range of topics in the

group. Children learn about number through rhymes, games and practical activities. For example, counting and working out how many mugs are needed when they set the tables. They explore space and shape as they build with blocks and explore small worlds with cars and a roadway. They also use trains with a rail track and a dolls house with furniture and people. They practise reading and writing skills when they identify their name cards, make marks, draw and share books and stories.

Written assessments and records show children's achievements and these are clearly linked to the areas of learning. Planning builds on what individual children already know to encourage their development.

Helping children make a positive contribution

The provision is good.

Most children behave very well, they enjoy playing together and develop a sense of responsibility by helping to clear away at tidy up time. Appropriate support is given to children when there is conflict, with encouragement to share and take turns which helps them to work harmoniously with others. Children and staff use discussion at snack and group times and a positive reward system to help with observing rules which gives children understanding. Children develop a positive attitude to difference when they explore different homes and families, then relate this to their own experiences in topics. Spiritual, moral, social and cultural development is fostered.

Children are valued as individuals and are often independent in selecting their own resources from those set out. They make free choices within the space available to them. Children are happy and settled in the well planned environment. They play together, enjoy each others company and are at ease with the staff. Children with special needs are welcomed and are supported effectively as staff are experienced in this area. They also have established links with other agencies for support and further expertise.

The partnership with parents is good. Parents are warmly welcomed into the setting to help settle children and provide information about home routines, allergies, likes and dislikes. This helps to ensure continuity for children between the setting and the home.

Parents have frequent opportunities to discuss their children's progress and there is a voluntary parent rota to help out during sessions in the pre-school. Parents are also given information on a parent notice board and through termly newsletters. However, they are not always so well informed about the Foundation Stage of learning, or directly involved in their child's learning.

Organisation

The organisation is good.

The provision meets the range of needs of the children who attend. Space and resources are very well organised. Staff arrive early to set out the activities and this is

organised so that all the children have easy access. Areas are used for different activities, for example the book corner, role play area, and special interest table. Some storage is child accessible to maximise opportunities available to children.

Policies and procedures are clearly set out, shared with all staff and made available to parents. This contributes to children's well being in the pre-school. All the required documentation is in place and there are effective recruitment, induction and training procedures for new staff. Staff are clear about their responsibilities through written job descriptions and effective support. They are encouraged to share their ideas and take an active role in their development. There are measures to cover lunch breaks and contingencies so that if staff are away ratios are maintained. Children can be treated in the event of an emergency as permissions have been obtained from parents to cover medical treatment or advice.

The leadership and management are good. The management and staff teams work well together, support each other and share knowledge. They are committed to continuing to develop, reflect upon and improve education and care through training, working with the Early Years Development and Childcare Partnership and local schools.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

In October of last year Ofsted received notification of a complaint from a Director of the Pre-School. The complaint related to an allegation regarding National Standard 11 - Behaviour management. As a result the provider undertook an internal investigation and reported back to Ofsted. Ofsted conducted a routine post registration inspection and took no further action.

The provision remains qualified for registration.

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

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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):

- develop the book area and the selection of books so that it is more inviting for children to use.

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):

- ensure parents are well informed about the Foundation stage of learning and that they are given opportunities to be involved in their children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk