



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309696

DfES Number: 584287

INSPECTION DETAILS

Inspection Date	02/11/2004
Inspector Name	Christine Fraser Turner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lancaster Road Nursery
Setting Address	Lancaster Road Primary School Lancaster Road Morecambe Lancaster LA4 5TH

REGISTERED PROVIDER DETAILS

Name	The Committee of Lancaster Road Nursery
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ORGANISATION DETAILS

Name	Lancaster Road Nursery
Address	Lancaster Road Primary School Lancaster Road Morecambe Lancaster LA4 5TH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Lancaster Road Nursery is located in Lancaster Road Primary School in Morecambe. It opened in 1997 and operates from two classroom and has occasional use of the school hall. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 16:00 term-time only. All children share access to a secure outdoor play area.

There are currently 78 children from 2 to under 5 years on roll. Of these, 65 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs.

The nursery employs six staff. All staff, including the manager, hold appropriate early years qualifications. Two additional staff are available for emergency cover. Staff receive support from the Lancashire Early Years Team and from a teacher from the reception class within the school.

A holiday play scheme operates each weekday for three weeks in the school holidays from 8:30 to 16:00. It operates from the same premises as the nursery but not at the same time. There are currently 43 children on roll.

The holiday play scheme employs four staff. All staff, including the manager, hold relevant child care qualifications.

How good is the Day Care?

Lancaster Road Nursery provides good quality care for children.

Effective procedures are in place to ensure all staff working with children are suitable to do so. Documents are in place to support the care of the children, but some require improvements. The organisation of the day is generally good. Children have key workers who maintain records on their children. Staff are committed to ongoing development through training. Children are welcomed into a bright environment and space is used well so children can move freely between activities. Children have

access to a wide range of toys that promote learning in all areas and are checked regularly for safety. Toys and resources that promote equality of opportunity are limited in some areas.

Safety is given a high priority by staff. They promote good hygiene routines for children. Parents are well informed through written policies on the pre-school's health policy. Staff take appropriate action if a child is ill whilst in their care. Staff work closely with parents to ensure good quality information is obtained to provide individual care for each child. The policy for Equality of Opportunity is shared with parents but not always fully implemented in terms of resources. Staff work well with children who have special needs and provide good support. Staff understand their role in child protection and share the policy with a parents.

Children are confident to select their own activities. They play well together and are supported by staff. Staff use good questioning techniques at story time to encourage children to think. Children behave well.

Parents and carers receive good information on policies and have informal discussion with staff. Parents state they are happy with the care their children receive.

What has improved since the last inspection?

Good progress has been made since the last inspection when the provider agreed to improve documents and procedures.

The setting has introduced an effective vetting procedure which ensures that staff are suitable to work with children. Risk assessments were introduced which ensure that children are safe in the nursery. The complaints and child protection policies were updated and are shared with parents. Staff have attended training on child protection which has been shared with the staff team, which means that staff are clear on their roles and responsibilities towards keeping children safe in this area. Parents are well informed of the activities their children are taking part in via a news sheet.

What is being done well?

- Staff are clear on safety within the group. Effective risk assessments are in place and are reviewed regularly to ensure children's safety.
- Children with special needs are integrated well into the setting and join in all activities.
- Children's behaviour is well managed. Staff are clear on the behaviour management policy and implement it consistently. They reinforce expectations of behaviour by discussing consequences with the children e.g. bumping into each other.
- Effective care plans are in place for children with specific needs which have been fully discussed with parents to ensure children receive appropriate care.

What needs to be improved?

- the amount of toys and resources that promote equality of opportunity
- the child protection policy to include the action to be taken if allegations made against staff
- the medication record to include parent's signature.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure parents sign the medication record.
9	Increase the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
13	Review the child protection policy to include the action to be taken if there are allegations made against staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Lancaster Road Nursery provides good quality education overall, which enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. Staff provide a good range of interesting activities, making effective use of resources and developing children's independence. The staff manage children's behaviour and promote confidence well.

Staff give individual children a good level of support. Children with identified special educational needs are encouraged to participate in a full range of nursery activities.

Staff have recently introduced a new system of assessing children's progress and learning against the stepping stones and early learning goals. The planning is not yet thorough enough to ensure learning is promoted.

The leadership and management of the nursery is generally good. There are good links to support networks. The manager encourages the staff to attend regular meetings and identifies with staff appropriate training to improve teaching. There is not yet a rigorous system in place to evaluate and assess focused daily activities.

The partnership with parents and carers is generally good although they receive no information on the Foundation Stage curriculum.

What is being done well?

- Children's personal, social and emotional development is fostered very well.
- The staff ensure that children settle well and can select what they play with from a wide range of resources. They praise the children for their efforts and achievements to encourage their self-esteem and good behaviour.
- Staff provide good opportunities for the children to learn new language and develop their skills in communication, such as daily discussion.
- The manager and staff identify training needs and have the opportunity to access a variety of courses.
- The staff ensure that parents are well informed about the policies and procedures in addition to informal discussions and exchange of information.

What needs to be improved?

- the planning to include sufficient detail to inform teaching
- the information given to parents on the Foundation Stage.

What has improved since the last inspection?
<p>At the time of the last inspection several areas were identified for improvement. These related to opportunities for children to develop self-esteem through extending their writing skills to convey meaning, and provide challenging opportunities for children to climb.</p> <p>Generally good progress has been made since the last inspection by the introduction of a well resourced writing area which children use daily. Children have opportunities to practise and use mark making in role play although this isn't always readily available.</p> <p>A purpose built area has been provided that offers challenge to children using the outdoor climbing activities.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident to explore the nursery environment and are offered the opportunity to develop self-help skills e.g. putting on aprons. They are independent and encouraged to select their own materials. Children are beginning to learn about right and wrong and are rewarded for wanted behaviour. Children feel safe and secure and there is a particularly good relationship between staff, children and parents. Children do not have sufficient exposure to positive images.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are encouraged to develop their speaking and listening skills during carpet time. They often learn new vocabulary through "letter of the week" and stories. Children are confident and respond to a well resourced writing area that allows them to explore mark making. They have many opportunities to express their needs. Children are not encouraged sufficiently to use the book area.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are encouraged to count up to 10 during activities e.g. singing "10 in the bed". They use many good opportunities to identify and name shapes e.g. snack time shaped food and shape matching game. They are exposed to a wide range of number activities and displays. Children are offered the opportunity to problem solve and calculate. They do not consistently use maths in role play e.g. use of money in the shop.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to learn about other cultures as well as their own e.g. Chinese New Year. They are able to use the computer confidently. Children learn about how things grow as they plant and care for seeds. Children learn about the community through visits from "people who help us" and annual visits to the farm. There are insufficient opportunities for children to construct with recycled materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to use a wide range of tools with increasing control e.g. pencils and the computer mouse. Children have opportunities to move spontaneously within a space. They respond to rhythm as they listen to music. They do not have sufficient time to get full benefit to exercise tapes e.g. 'Sticky Kids' as plans do not contain sufficient detail of what children are intended to learn. Children have challenging opportunities to climb and balance using outdoor equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children play independently using their imagination during role play in the shop. They explore a variety of textures developing sensory awareness e.g. playing in the snow. Children use their creative and imaginative skills during free style painting on the easels. Children use musical instruments but have insufficient time to gain anything meaningful from the activity.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Focused daily activities should have a clear aim and learning objectives. Assessment of the children's development should be observed and the activities fully evaluated to inform staff for future planning.
- Provide parents with information to raise understanding of the Foundation Stage Curriculum, so parents can take an active role in the learning process of their children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.