



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 317552

DfES Number: 520692

### INSPECTION DETAILS

Inspection Date 28/09/2004  
Inspector Name Janet, Elizabeth Singleton

### SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care  
Setting Name Lindale Pre-School Nursery  
Setting Address School House  
School Hill, Lindale  
Grange-over-Sands  
Cumbria  
LA11 6LE

### REGISTERED PROVIDER DETAILS

Name Lindale Pre-School Nursery 1026222

### ORGANISATION DETAILS

Name Lindale Pre-School Nursery  
Address Lindale Primary School  
School Hill, Lindale  
Grange-over-Sands  
Cumbria  
LA11 6LE

## 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

Lindale pre-school has been open since 2001. The registered body are the Management committee, Lindale Nursery. The setting provides sessional care for children aged from 2 years to 5 years. There are 13 children on roll with 2 funded 4-year-old children and 4 funded 3-year-old children. There are no children attending with English as a second language or with special educational needs. The building is located within Lindale Primary School grounds and is fully self contained. There are rooms upstairs which are used by the school. However the children, from the school, access these through the kitchen area and are led to the rooms by the teaching staff. The ground floor, which consists of 2 playrooms, kitchen and bathroom facilities on the first floor, is used solely by the nursery when in operation. There is a secure playground which is used by the pre-school children.

The setting provides a service for the families in Lindale, Grange Over Sands, Cartmel and surrounding area. When younger children attend their mother's often stay with them. Some children, who attend the school reception nursery part time, also attend this group.

This sessional care facility operates Monday to Friday from 08:45 to 11:45, with a lunch session for children who transfer to the afternoon school session provided from 11.45 until 12.45. term time only. Lindale Pre-School is registered for a maximum of 12 children aged between two to five years.

There are 2 members of staff, both being suitably qualified. The leader has qualified teacher status.

The setting has support from the early years partnership.

### How good is the Day Care?

Lindale pre-school provides satisfactory care for children.

The setting is organised to ensure children have free movement enabling them to

have a choice of rooms and activities. The environment is well maintained being enhanced with displays of children's work. The documentation for the safe running of the setting is in place however the accident records are not signed by parents. There is no induction procedure or appraisal system for staff. The child protection policy does not include the action to be taken should an allegation be made against a member of staff.

Staff have a good understanding of health and safety and ensure procedures are followed. There are risk assessments for each area of the setting thus further improving the safety for the children. Policies are in place to ensure that children who have special needs are fully integrated into the setting. Management of the children's behaviour is positive. Children's understanding of diversity is not fully promoted thus their ability to learn about other cultures, ethnicity and disability is limited.

There are appropriate and varied opportunities provided through a wide range of planned and free play activities thus promoting children's development. There are good quality resources provided to support the activities offered. Staff interaction is positive and offers appropriate levels of support ensuring children have the assistance should they require it.

Parents are provided with a detailed prospectus including policies and procedures and expectations. Parents are informed of activities provided and there are displays of children's work throughout the setting. Parents were observed to be warmly greeted and informed of their child's day at the setting. Feedback from the parental questionnaires is positive.

#### **What has improved since the last inspection?**

At the last inspection the committee agreed to improve safety in regard to the radiator and low level glass, improve toilet facilities and ensure staff hold an appropriate qualification.

The committee has ensured the radiators are protected with guards and protected the glass with safety film. There has been a second toilet and hand wash basin installed. The member of staff has now completed an appropriate level 3, qualification in early years.

The above action further ensures the safety of the children ensuring the play rooms are suitable. The improvement to the bathroom facilities further improves access for children. The training for the staff improves the staff knowledge base and understanding of child development, thus the care and education of the children is improved and their needs are met more effectively.

#### **What is being done well?**

- The management of the children's behaviour is good. The staff have a

positive approach and explain the reason for the request. Sensitive support is given to children, with children responding accordingly. The children are well behaved and well mannered. The staff have a very calm and consistent approach.

- There is a vast range of resources available for the children which include all areas of development. The resources are all well maintained and in good order. The children can access all resources and therefore promote their independence. They can choose from imaginative, creative, physical and educational play. The children readily ask for resources i.e. can we have a story, can we have the musical instruments.
- Staff interaction with children is positive and encouraging to the children. Staff sit with, and engage the children in conversation about their work. Some children are new to the setting and these children are supported sensitively and with a caring approach to assist them in their settling.
- The staff have a positive approach to safety, with risk assessments in place. Daily routines which promote safety are followed on a daily basis. The procedure is seen to be followed in practice i.e. the safety of the children when playing outside i.e. ensure gates are closed.

#### **What needs to be improved?**

- the documentation in regard to child protection policy and the procedure to be followed should an allegation be made against a member of staff.
- the documentation in regard to the signing of all accident records by parents.
- the procedure for the induction of, and appraisal system for staff.
- the opportunities for children to learn about diversity.

#### **Outcome of the inspection**

Satisfactory

#### **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 must take the following actions by the date shown**

Std	Action	Date
-----	--------	------

7	Keep a written record, signed by parents, of all accidents involving children.	12/10/2004
---	--	------------

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Devise a policy for the induction of staff into the setting.
9	Provide opportunities for children to learn about diversity on a regularly basis.
13	Ensure documentation regarding child protection reflects action to be taken if an allegation is made against a member of staff.

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

### How effective is the nursery education?

Lindale pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their mathematical and physical development is very good.

The quality of teaching is generally good.

The curriculum planning is effective enabling children to make generally good progress towards the early learning goals. However the planning does not show how children are to learn about diversity. The assessment procedure allows for activities to be adapted to meet individual needs. There is available an environment with resources that enable children to have choice and develop their independence. There is a balance of adult led and child led activities. Children do not always have the opportunity to write their name on their work and to make representational drawings during creative activities.

The staff manage the children's behaviour and the children respond to their instructions. The staff foster self-esteem and have good relationships with the children. The Special Educational Needs Co-ordinator has regard for the code of practice and has links with outside agencies.

The leadership and management is generally good with a commitment to the development of the staff through training. Staff are clear about their roles and responsibilities and work well together as a team. Staff meetings are held on a regular basis to discuss children's progress and the planning of activities. Staff are committed to the care and education of the children. There is no clear induction procedure, for staff, or monitoring system regarding staff performance.

The partnership with parents and carers is generally good. Parents are provided with good information including information relating to the early learning goals. Parents feel informed and involved in the setting. Parents receive newsletters and annual reports on their child.

### What is being done well?

- Children are developing control over their bodies and move with increasing skill and confidence when playing outside, showing an awareness of space, of themselves and others. They ride bikes and push cars with excitement and enthusiasm. The children follow the obstacle course and learn how to balance, showing great excitement and delight when they achieve.
- Staff interaction is positive and encourages children to think about their play. Staff sit with, and engage children in conversation and discussion. They promote children's self esteem and confidence, through effective use of

praise. The children readily seek staff for support and assistance in their activities.

- Numbers are used as labels with counting and number recognition promoted through everyday activities. Children count during their play and learn that numbers are constant and have meaning by counting steps, counting the children present at registration and during snack time. They learn about size and shape and discuss bigger/ smaller and longer/ shorter during their play.
- Staff have high expectations of children's behaviour, applying well-established routines to order their conduct and behaviour for which staff provide good role models. Staff use individual strategies to ensure children learn how to manage their own behaviour in order to maximise their learning opportunities. the children are well behaved and well mannered.

#### **What needs to be improved?**

- The planning to include how children's understanding and learning regarding diversity is to be met.
- The opportunities for children to write their name on their work and to make representational drawings during focussed activities.
- The system for monitoring staff performance and the procedure for the induction of staff into the setting.

#### **What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident, they sit quietly and respond with growing confidence during registration and story time. They are well behaved and well mannered asking politely for equipment. They express their thoughts and feelings with growing confidence to each other and to staff. More able four-year-old children are confident in stating their feelings and in particular their wants. Children do not self register to assist in their sense of belonging

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to explore and initiate conversation and discussion with both staff and peers. They listen intently to stories, follow the story line and add their interpretation of the story. They follow text and understand it is read from left to right. They enjoy the book corner and readily seek out books to explore. Children do not always have the opportunity to write their names on their work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 5 during their play. They learn numbers are constant when counting bricks, biscuits during snack time and the number of children present. They learn about position, space and shape during physical play when finding shapes to stand on and how many children will fit into the space. They learn about size i.e. bigger / smaller, longer / shorter, when comparing the size of their legs. There is effective use of numbers as labels throughout the setting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use information technology with enthusiasm. They learn how to control the mouse and move around the screen to follow the programme. They investigate features of living things when examining raw wool and spun wool and through growing plants in the garden. They learn about past and present when discussing their home life, what they have done and what they are to do. Children's opportunities to learn about diversity and to understand culture, beliefs and disability is limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use outdoor equipment with excitement, enthusiasm and increasing control. They use a range of small tools, with competence, in the water, sand and with malleable materials. They practice balancing skills with growing confidence, and with staff support, they persevere to complete the task, when walking on the planks raised above the ground. Puzzles assist children in their development of spatial awareness. The children learn about healthy bodies through topics and snack time.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children sing with increasing confidence during cushion time / carpet time. They use musical instruments with delight and attempt to beat out a rhythm to nursery rhymes during carpet time. They use their imagination in the role play and home corner with enthusiasm becoming engrossed in the roles creating scenario's from life. Opportunities for children to make representational drawings during focussed activities are limited due to the preparation of worksheets.

**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**

- Develop the planning to include how children's understanding and learning regarding diversity is to be met.
- Provide opportunities for children to write their name on their work and to make representational drawings during focussed activities.
- Devise a system for the monitoring staff performance and the procedure for the induction of staff into the setting.

*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.*