



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY245181

DfES Number: 537573

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Joanne Bowman

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lamb Setts (Christchurch)
Setting Address Tapton View Road
Chesterfield
Derbyshire
S41 7JS

REGISTERED PROVIDER DETAILS

Name The partnership of Lamb Setts Nursery

ORGANISATION DETAILS

Name Lamb Setts Nursery
Address 26-28 Chapel Street
Mosborough
Sheffield
South Yorkshire
S20 5BT

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

Lambsetts Nursery School opened in 2002. It operates from a purpose built building within the grounds of Christchurch Infant School. The nursery serves the local community and surrounding areas.

There are currently thirty children on roll. This includes seventeen funded three - year - olds and twelve funded four - year - olds. Children attend a variety of sessions.

One child has special educational needs and the group currently has no children with English as an additional language.

The group opens five days a week all year round when necessary. Sessions are from 09:00 until 18:00

Three full time staff work with the children. All have early years qualifications. The setting receives support from Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Lambsetts Nursery school provides good quality care for children. The staff provide a warm friendly environment for children to play and learn. Staff are clear on their role and responsibilities and ensure children are well cared for. Staff have high regard for children's safety and are particularly vigilant on children's arrival and departure.

The staff have good working knowledge of policies and procedures. However some documentation and recording practices lack detail. Health and hygiene practices are good, staff are good role models to children. Children receive a healthy choice of snacks and staff encourage children to be independent and help prepare snacks. Fresh drinking water is not readily available throughout the session.

Space and resources are used to good effect, although there are limited toys which

positively reflect disability. Toys are easily accessible for all children to select and make own choices and they do this confidently in an un-pressurised and calm atmosphere. Staff encourage children to explore and investigate new challenges. Children respond eagerly, negotiating and playing harmoniously with peers, children behave well. Children with special educational needs are supported effectively.

Staff are committed to working in partnership with parents. They encourage parents to become involved in supporting their children within the nursery. Frequent exchange of verbal and written information ensure consistency of care.

What has improved since the last inspection?

Following the previous inspection, the setting agreed to ensure a policy on lost or uncollected children was in place and inform the fire officer and environmental health officer of the change to registration. All these requirements have been implemented ensuring the safety and well being of children and their carers.

What is being done well?

- The opportunity for children to develop independence; children are frequently encouraged to make choices and decisions for themselves. The children eagerly select their own resources and lead activities.
- Children form warm relationships with each other, sharing taking turns and negotiating. Children play harmoniously and they behave well.
- Staff and parents work in partnership with each other. Parents and carers are well informed and they are given opportunities to share ideas by adding to the comments and suggestions box. The parents notice board is regularly updated with relevant information.

What needs to be improved?

- the availability of fresh drinking water
- the resources available to children which positively promote images of disability
- documentation with regard to information contained within the child protection policy and evidence that parents have been notified that medicine has been administered to children.

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
8	Make fresh drinking water available throughout the session.
9	Continue to extend resources to reflect positive images of disability.
14	Ensure the child protection policy details procedures in the event of an allegation being made against a member of staff and evidence that parents have been notified that medication has been administered to children.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals, except in the areas of physical development where there are some significant weaknesses. In the areas of personal social and emotional development, communication language and literacy development, mathematical development and creative development they are making very good progress.

The quality of teaching is generally good. Staff encourage children to work harmoniously, encouraging children to make choices, select own resources, negotiate and work through possible solutions. Children behave well and are responsive. Topic planning is firmly based on the early learning goals and learning objectives are clear. Children's assessments do not clearly relate to the foundation stage and do not directly show progression. Staff are deployed effectively throughout, supporting play for the more and less able children. Children with special educational needs are supported well and activities adapted to encourage all to participate.

The leadership and management is generally good. The manager is closely involved in the day to day running of the nursery, mentoring and supporting staff. Staff have regular meetings to evaluate working practices. However, these are not yet wholly effective in highlighting developmental areas in relation to the curriculum. Appraisals and quality assurance schemes are in place to improve quality of education.

The partnership with parents is generally good. Staff encourage a consistent flow of information between parents, carers and staff. The parents notice board is regularly updated and provides a wealth of information regarding current issues. Parents contribute artefacts linked to letter of the week. Termly written assessments inform parents of children's progress. However, they do not identify next steps for future learning.

What is being done well?

- Staff encourage children to think and explore through child led and adult supported activities. Children are interested and confident when independently selecting their own resources.
- Children's creative development is very good. Staff stimulate children's imagination and foster creativity through a wide interesting range of art, craft, design and role play activities.
- Children's mathematical development is very good; they confidently use mathematical concepts through planned and spontaneous activities. Innovative ways are used to consolidate learning of shape, number and quantity.

What needs to be improved?

- the assessment process; to ensure children are progressing towards the full range of early learning goals, ensuring children's individual needs are being met.
- the planning of future activities which builds on children's previous learning
- information available to parents regarding children's progress; highlighting next steps for future learning
- opportunities and variety in materials to develop children's all round gross motor skills and exploration of technical equipment.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are polite and considerate to others, they move confidently around activities. Older children negotiate and think of possible solutions. Children behave well. Children have continuous opportunities to select own resources and make choices for themselves. Staff encourage children to work together cooperatively. The children have well developed self help skills; putting on own aprons and tidying away activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confidently speaking and listening. Older children reflect and predict own experiences. A rich text environment encourages children to appreciate letters and draws their attention to words and their meaning. Props and story sacks are used to enhance children's appreciation of books. More able children are copying and writing their name. Children have many opportunities to scribe and practice writing for different purposes; making lists in the art studio and free mark making table.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are practically adding and subtracting during daily routine activities. Most children can count beyond ten. More able children are beginning to identify larger denominations. Children use number and mathematical language, positions, size and shape in everyday situations such as snack time and role play. Home made games are used effectively to reinforce mathematical concepts. Previous topics have explored weight and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Welcome circle is used effectively to reinforce and provide opportunities to discuss personal experiences. Children talk about their own lives and bring in artefacts from home such as a birds nest. "Travelling Ted" is taken on holiday by staff and children, photographs evoke fond memories and imaginative stories for children, broadening their knowledge of the wider world. Children use the computer independently, although opportunities to explore programmable and technical equipment is limited.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children move in imaginative ways, rolling down banks, running and chasing. Children work towards accredited ball skills awards and receive certificates for achievements, they develop balance and coordination. However, there is limited opportunity to refine climbing, pedalling and manoeuvring skills. Children have good opportunities to increase small hand skills, threading, moulding pressing and using tools proficiently. Health and body awareness is covered through planned topic work.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their ideas freely through a wide variety of art, craft, design and role play activities. Children listen to a variety of music styles and move imaginatively during planned music movement and drama sessions. Children have frequent opportunities to explore and investigate sensory and tactile play, freely expressing what they feel, smell, taste and touch.

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

- revise the assessment process to ensure children are progressing towards the full range of early learning goals; thus ensuring children's individual needs are being met. Use these to plan future activities which builds on children's previous learning
- develop information available to parents regarding children's progress; highlighting next steps for future learning
- provide greater opportunities and variety in materials to develop children's all round gross motor skills and exploration of technical equipment.

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.