



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205330

DfES Number: 519663

### INSPECTION DETAILS

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|-----------------|--------------------|
| Inspection Date | 07/12/2004         |
| Inspector Name  | Ann Doreen Burford |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Full Day Care                           |
| Setting Name    | Lucy Locket Kindergarten @ Mount Carmel |
| Setting Address | Beoley Road West<br>Redditch<br>Worcs   |

### REGISTERED PROVIDER DETAILS

|      |                  |
|------|------------------|
| Name | Ms Lucia Skinner |
|------|------------------|

## 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

Lucy Locket Kindergarten at Mount Carmel is one of two nurseries owned by this provider. It opened in 1992 and operates from buildings adjacent to Our Lady of Mount Carmel Catholic Church. It comprises of three age unit rooms including a Baby room, the Tweenies room and a Kindergarten room for pre-school children. It is situated very close to Redditch town centre. The Kindergarten is open each week day from 08:00 to 18:00 for 50 weeks of the year. Children from the Tweenies and Kindergarten rooms share access to a secure enclosed outdoor play area. Babies have their own separate enclosed outdoor play area.

There are currently 62 children aged from 8 months to under 5 years on roll. Of these 17 children receive funding for nursery education. Children come from a wide catchment area. The nursery has procedures in place to support children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs twelve staff including the manager. Of these, nine are qualified. There are currently two who are working towards a qualification. The setting has achieved a Bronze award for quality assurance in a scheme run by the Early Years Development Childcare Partnership (EYDCP).

### How good is the Day Care?

Lucy Locket Kindergarten provides good quality care for children. Most of the staff hold a recognised qualification in early years and work well together as a team to ensure children feel secure and fully participate in all activities. Staff create a child-friendly, stimulating environment. There is a wealth of age appropriate resources in all rooms. These are constantly being expanded to meet the needs of the children. Each room is thoughtfully organised to meet the needs of each age group. All the required documentation is readily available and confidentiality is maintained.

High staffing levels and good deployment enable the staff to be extra vigilant about

safety for the children. Staff and children follow good hygiene routines. However, the procedure for the record keeping of administration of medicines is not always followed. Snack and lunchtimes are well organised. Children sit together in small groups for an optional cooked lunch. Staff have a basic knowledge of child protection issues.

Staff know and understand each child's needs. Good planning is in place in the Kindergarten room but there is no planning in the Baby room and inappropriate plans used in the Tweenie room. Activities are adapted to be fully inclusive for all children. There is a good range of resources and activities so children learn about the diverse community through their play. Staff liaise closely with parents and other professionals to meet the needs of children with special needs. Staff use appropriate strategies to develop each child's self esteem. They are good role models. Behaviour management places emphasis on good behaviour.

A good settling in procedure is the key to parents wishes and children's needs being met. Parents and children receive a personal welcome when they arrive. The entrance hall is organised to enable parents to have access to a range of information about the setting.

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

At the last inspection the group agreed to develop a system to monitor the temperature of the storage of food in the baby room. A thermometer is now in the refrigerator and is checked by staff. This means the food is stored safely.

The group were also asked to devise a system for the recording of physical restraint should it ever have to be used. An incident book is now in place and staff aware of how and when to use it.

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

- There is a strong commitment to training. The management enable staff to access training to increase their own personal knowledge and to maintain the high standards within the group.
- Sleeping arrangements for the younger children are of a high standard and parents requests are met, for example, parents state a preference for whether their baby sleeps in a cot in the sleep room or in the play room.
- All staff have a warm and caring relationship with the children. They make good eye contact and engage the children in conversation across the age range. This is especially true in the baby room.
- Children are provided with an optional cooked lunch and healthy snacks. Older children are able to access drinks throughout the day. The cook has many years experience and shows a good knowledge of special dietary needs. The menus are displayed for parents information.
- Parents of funded children are able to attend a show put on by the children about the monthly topic. This encourages parents to get involved in their

child's education and learn about the foundation stage of education.

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

- the planning of activities for children aged 0 to 3 years
- the record keeping for all medicines administered to all children.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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   |
|-----|--|
| 3   | Improve the system for planning for children aged 0 to 3 years including relevant recording of children's development. |
| 7   | Ensure the administration of medicines is always recorded.   |

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

### How effective is the nursery education?

Lucy Locket Kindergarten @ Mount Carmel provides good quality nursery education where children make very good progress towards the early learning goals. Mathematical development is exceptional.

The quality of teaching is very good. Staff are all very knowledgeable about the foundation stage of learning. The activities are well thought through and clearly identify differentiation to provide challenges for older and more able children. Staff plan an extensive range of interesting activities, although the outdoor area is mainly used for physical play. Staff competently organise the room and create a stimulating child-friendly environment. They use observations and assessments effectively to inform planning, although plans do not include how the outdoor area is to be used. Children with special needs and English as an additional language are well supported.

The leadership and management of the group is very good. The management has a clear vision of the high standards expected in the kindergarten. Staff work well as a team and know their roles and responsibilities. Staff have had input into the updating of policies and procedures, so they show a good understanding of how this provision operates. The group has identified and developed an action plan for improvement and know how they intend achieving this.

The partnership with parents and carers is very good. Parents are continuously encouraged to become involved in their child's learning. They are given suggestions on how they can re-enforce the learning at home in conjunction with the current topic. Parents are invited to see the monthly plays that draw each topic to a close. There are excellent books of photographs of the children learning through their play. These are clearly labelled to demonstrate how they promote the six different areas of learning and which stepping stones are covered and are regularly shared with parents.

### What is being done well?

- The 'special helper' scheme works well. It helps to build each child's self-esteem. Children take turns to be the special helper. They are given appropriate jobs of responsibility and respond with enthusiasm.
- There is an excellent range of books stored at the children's height in the attractive book corner.
- Mathematical development is a particular strength of the group. Staff have accessed specific training on activities for mathematical development and provide exciting practical activities to help children's problem solving abilities. There is also an excellent range of resources available for children to frequently use to develop their mathematical skills.

- Children regularly participate in drama, linked to each theme, as they join in with the end of month play that consolidates their learning of the monthly topic. Family and friends watch the performance.
- There is a strong commitment to training. Staff are offered funding and are released from work to access training during the day. Outside agencies are brought in to offer relevant training about aspects of the foundation stage.
- Evaluation and a constant strive for improvement enables this provision to maintain its own high standards of care and education. They have already achieved a bronze quality assurance award and have now embarked on achieving a gold award. The staff and management are very professional and highly motivated.

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

- the use of the outdoor area so that outdoor activities cover all areas of learning, and are included in planning.

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

Very good progress has been made since the last inspection. The management has supplemented in-service training with courses by outside agencies.

The commitment to training by the management has enabled staff to access training of their choice. Staff cover and costs are provided so that staff regularly access relevant training about the care and education of the children. This commitment means that high standards are achieved and maintained.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children remind each other about good manners, especially when handing out the snacks. Most children are confident and quickly settle to a self-chosen activity. They are keen to join in new activities. The close proximity of toilet facilities enable children to develop their independence in managing their own personal hygiene. Extra emphasis is placed on taking turns and sharing at the beginning of the academic year so that children develop a sense self-control and build relationships.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are confident communicators with each other and staff. They are asked questions and encouraged to anticipate what might happen next and reflect on past experiences. The children enjoy stories in small and larger groups, they join in familiar parts of the story, retell the story accurately and express their opinions. Most children identify their own name and are starting to recognise other children's names. They have many interesting opportunities to give meaning to their mark-making.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children and staff use number and mathematical language at every opportunity. Children use this language as they express themselves spontaneously in their play and as they use the many resources. Many children attempt to say and use number names in order. They recognise numerals of personal significance. When playing children often solve their own practical problems. Some know the number that is one more or one less than a given number.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are curious and are totally absorbed as staff introduce new ideas and experiences into the group. They enjoy using a range of tools and build constructions of their own design or construct with a purpose, for example, building a train with enough carriages to carry all the animals. Children use a range of everyday technological equipment with increasing success. Children learn through their play about the diverse community. Opportunities to learn about the natural world are limited.

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|--|-----------|
| <b>PHYSICAL DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| They mostly use knives and forks correctly at meal times, and use their hands widely through paint, threading and drawing activities. Children use a variety of tools with success such as pencils, scissors and construction toys. Children use a wide range of outdoor play equipment as they climb and ride tricycles, although this can be limited by weather conditions. Children show a good understanding of their own needs with regard to eating, sleeping and hygiene. |           |

|  |           |
|--|-----------|
| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children use a wide variety of paint and different textures during craftwork. They often experiment freely with their own creativity. They respond well to music and stories, joining in with group singing times or confidently sing solo in front of their friends and family. They enjoy playing a variety of different musical instruments and develop their sensory experiences through activities such as smelling and touching pumpkins. Role-play, sand and water help to further develop their experiences. |           |

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| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b> |
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## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- improve the frequency that the outdoor area is used and broaden it's use to cover all areas of learning; incorporate this varied use into the plans.

*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.*