



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 250084

DfES Number: 533829

INSPECTION DETAILS

Inspection Date	11/03/2005
Inspector Name	Karen Cooper

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lighthall Under Fives
Setting Address	LAYCA Community Centre Stretton Road, Shirley Solihull West Midlands B90 2RL

REGISTERED PROVIDER DETAILS

Name	The Committee of Lighthall Under Five's Committee
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ORGANISATION DETAILS

Name	Lighthall Under Five's Committee
Address	LAYCA Community Centre Stretton Road, Shirley Solihull West Midlands B90 1XX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Lighthall Under Fives was first registered as a sessional playgroup in 1994, although has operated for many years prior to that date as a parent and toddler group. It is a registered charity run by a committee and operates from the self contained LAYCA community centre in the grounds of Lighthall senior school in Shirley. The group have sole use of a large play room and have access to a kitchen, child sized toilets and there is a fully enclosed outdoor area available for play. The setting serves the local area.

There are currently 65 children from 2 years 6 months to 5 years on roll. This includes 21 funded 3 year olds. Children attend for a variety of sessions. The group supports children with special needs and who speak English as an additional language.

The group opens Monday to Friday school term times. Sessions are from 09:30 to 12:00 on Monday and Friday and 09:30 to 15:00 Tuesday, Wednesday and Thursday. Children who attend on the full day bring a packed lunch.

There are five staff who work with the children, of these, 50% have an early years qualifications to NVQ level 2 or 3. The group receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Lighthall Under Fives provides a wide range of well organised activities to encourage the children to develop positive attitudes towards learning. Overall the children are making generally good progress towards the six areas of learning, they make very good progress in personal social and emotional, physical and creative development.

The quality of teaching is generally good. The majority of staff hold a childcare qualification, although would benefit from training in the foundation stage. The deployment of staff and grouping of the children is good. There are some missed opportunities during daily routines and activities to encourage children to make progress in their knowledge and understanding of the world, mathematical and literacy development. Activities are planned on a weekly basis although medium and long term plans are still in their infancy stage. Observations are carried out and assessment records are in place however, the information gained is not used effectively to indicate the progress children are making towards the early learning goals and is not used effectively to inform future planning. A special educational needs policy is in operation and staff work closely with support workers and parents to ensure children's needs are being met. Staff manage the children's behaviour well.

Leadership and management is generally good. The staff and committee are aware of their role and responsibilities and are committed to improving the care and education of the children. The staff actively seek to extend their professional development with the aid of a teacher mentor of the Early Years Development.

Partnership with parents is generally good. Parents are provided with written information about the setting before their child starts, and regular newsletters keep them informed of events and changes, although minimal information is provided as to the progress children are making towards the early learning goals.

What is being done well?

- Children confidently enter the group and are developing further confidence by helping to do little jobs such as during tidy up time. They sit quietly and concentrate well for story time at the school library. They eagerly join in and confidently select activities from those provided and they choose resources freely and work and play well independently and with their peers.
- The children show good co-ordination when they ride bikes and push pushchairs and cars outdoors. They are developing an awareness of space in outdoor activities and they are learning to be aware of others when they move around confined spaces indoors when joining in with action games such as 'The dog has a bone'.
- Children use their ideas freely and imaginatively using a wide range of media.

Photographs and displays around the room show the wealth of colours and textures that children are learning to use in their art and craft activities.

- The staff expect appropriate behaviour and any lapses are dealt with in a kind and consistent manner. Taking turns, sharing and good relationships are encouraged in the group and regular praise is offered to the children for their efforts.

What needs to be improved?

- staffs knowledge of the foundation stage
- the provision of daily routines and activities that promote the development for simple subtraction, writing for a variety of purposes and the use of IT equipment, programmable and investigative toys and resources to support children in their learning
- the use of information gathered from assessing children's progress in the six areas of learning to aid future planning and procedures to inform parents of their child's progress and development.

What has improved since the last inspection?

Not applicable, as there was the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are eager to participate in activities and are interested and motivated to learn. They form good relationships and are sensitive to each others needs. They understand what is right and wrong and are attempting to manage their self care well. They are able to select resources for themselves, work and play independently and with their peers. They are becoming confident and are willing to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk about their experiences and freely exchange their ideas during group time. They are learning to develop their listening skills through stories and songs and when at the end of each activity session music is played, they know that it is time to tidy up. They are learning to recognise letters of their names by sound, although they seldom attempt writing for a variety of purposes and see their name in print.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn about colour and shape through practical activities and most can name the basic shapes and more. They are beginning to develop an understanding of matching, sorting and sequencing when playing with animal figures and are becoming aware of size and position when completing puzzles. They use number as part of their every day routine and most can recognise and count up to five some beyond, although they do not always develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a sense of the past through planned activities and when looking at photographs of when they were babies. They learn about features of their world through daily discussions about the weather, walks around their local woods and planned topics, they do not learn about other cultures and beliefs. They regularly build and construct with a wide range of objects, but do not have sufficient access to programmable and investigative resources to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop confidence as they use large climbing equipment. They are becoming aware of space and others as they move around the room from activity to activity, and demonstrate increasing skill in co-ordination when they use peddle and push along toys. They use small equipment with confidence such as paint brushes, pastry cutters and glue spreaders. Through daily routines they are becoming aware of the importance of good hygiene practices and they confidently express their own needs.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture and experiment with a variety of materials through planned activities such as paint, collage, dough and sand. They eagerly join in with rhymes and songs and are stimulated to use their senses when looking at photographs of each other and when on outings. They use their imagination well when using a range of resources to create their own constructions and readily act out stories and extended role play scenarios such as the 'Farm Yard'.	
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

- Improve staffs knowledge of the foundation stage to extend the existing programme for mathematics, communication language and literacy and knowledge and understanding of the world. Ensure children develop their skills in simple subtraction, writing for a variety of purposes, and to develop their curiosity and investigative skills during daily routines and activities.
- Improve assessments of children's progress to show how this will link directly to planning and enable children to move forward in all six areas of learning, share this information with parents.

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.