



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 512762

DfES Number:

INSPECTION DETAILS

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| Inspection Date | 09/09/2004 |
| Inspector Name | Barbara Ridgway |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Lydgate Pre School |
| Setting Address | Lydgate Road Batley West Yorkshire WF17 6EY |

REGISTERED PROVIDER DETAILS

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|------|-------------------------------------|
| Name | The Committee of Lydgate Pre School |
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ORGANISATION DETAILS

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|---------|--|
| Name | Lydgate Pre School |
| Address | Lydgate Road Batley West Yorkshire WF17 6EY |

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

Lydgate Pre-school has been registered since 2001 as a voluntary playgroup. It operates from a classroom within Lydgate Junior and Infant School in Batley near Leeds, the pre-school serves the local area. The playroom is sectioned off to provide bayed areas for a variety of activities. A store room and toilets are available, there is an adjacent enclosed play area for outdoor activities.

The pre-school is registered for 24 children and currently cares for 17 children aged two to five years, of whom 7 three-year-olds are in receipt of nursery funding. Children attend for a variety of sessions.

The pre-school offers sessional care from Monday to Friday during school term time, and children attend on a part-time basis. It is open from 09:15 until 11:45.

The pre-school is managed by a parents' committee, and a manager is responsible for the day-to-day organisation. A team of four staff work with the children, one staff member holds a relevant childcare qualification and some staff are working towards gaining a recognised qualification. The setting receives support from the local authority and is a member of the pre-school Learning Alliance.

How good is the Day Care?

Lydgate Pre-school provides satisfactory quality care for children.

A committed and enthusiastic team of staff work well together to support the children and provide a stimulating child-centred environment. The space available is organised effectively to provide areas for different activities to provide choices for the children. Attention is paid to safety. However, fire precautions and procedures are inadequate. There are good hygiene practices with relation to children's hand washing. Staff have some awareness of individual children's needs and endeavour to ensure these are met. There is a good policy for the management of children's behaviour, this is implemented and ensures consistency with staff acting as good role models who praise and encourage positive behaviour. Staff have limited

knowledge regarding child protection issues.

A wide range of toys, equipment and activities are provided for children to self-select from, these offer appropriate challenge for a variety of abilities. However, a limited selection of resources and activities reflect positive images. Staff's participation in the play and interaction with the children is very good, and friendly relationships are maintained. Children appear settled, confident and happy.

Trusting partnerships are established with parents and carers, and they are encouraged to be involved in a variety of ways. A supportive parent committee is actively involved in the management of the setting. However, the duty to inform the regulator of staff/committee details is not effective, staff training and induction procedures are not in place. Some information about the provision is provided in a comprehensive welcome pack. All required policies are in place and pertinent to the setting.

What has improved since the last inspection?

At the last inspection actions were raised with regard to several areas of required documentation. Safety, the role of key staff within the setting, staff qualifications, planning of activities.

All policies have all been revised, are now pertinent to the setting, and include all elements required; staff and parents are made aware of the contents. Details of staff, committee and volunteers remain insufficient. There is now a clear registration system for recording all the persons on the premises; risk assessments are in place. However, safety with regard to fire evacuation still remains a concern. Required positions for staff's responsibility have been designated, and training is being sought in those areas. Whilst one staff member has completed level three training in childcare, the rest of the staff do not hold a relevant qualification, and there is no action plan in place regarding a training programme. A system for planning has been instigated to ensure that a suitable range of activities is available. Assessments are being further developed to enable staff to plan for children's next steps.

What is being done well?

- The conscientious and enthusiastic staff team provide a welcoming and child-centred environment in which the space and resources are organised to provide choices for the children.
- Good hygiene principles are promoted with relation to children's hand washing practices.
- The interaction and participation in the play is very good and at the children's level. Staff have good questioning skills that promote children's knowledge and learning.
- The policy for behaviour management is effective and implemented consistently. Children's positive behaviour and self-esteem is fostered through praise and encouragement.

- There is a variety of ways for parents to participate, contribute and support the pre-school.

What needs to be improved?

- the fire procedures and records
- the records and clearances of staff and committee members; the procedures for recruitment, selection, induction and vetting process of staff; the procedures to ensure unvetted staff are not left unsupervised with children
- the systems to inform Ofsted of change
- the staff training programme
- the resources and activities to reflect positive images and promote anti-discriminatory practice and ensure that all children's needs are met
- the staff's knowledge regarding child protection issues to ensure current relevant guidelines are followed.

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 | | |
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| Std | Action | Date |
| 1 | Maintain records on the premises with details of staff, committee and volunteers, including clearances. Ensure that unvetted persons are not left unsupervised with children. Develop and instigate a system to ensure that Ofsted is informed of staff and committee members, and any changes. | 23/09/2004 |
| 2 | Develop an action plan that sets out how staff training and qualification requirements will be met. | 23/09/2004 |
| 2 | Develop a recruitment and selection process and effective induction programme for staff. | 23/09/2004 |

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| 6 | Meet any recommendations made by the Fire Safety Officer including access to fire exits, regular fire drills and maintaining a Fire Log Book, and ensure all staff are aware of their responsibilities. | 23/09/2004 |
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The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 9 | Increase resources and activities to acknowledge and reflect the variety of cultures of children attending and the wider community, and to promote positive images and anti-discriminatory practice. |
| 13 | Obtain a copy of current guidelines and update staff's knowledge to ensure that practices with regard to child protection are effectively carried out. |

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

How effective is the nursery education?

Lydgate Pre-school provides good quality nursery education where children are making generally good progress towards the early learning goals. They make very good progress in their communication, language and literacy, personal, social and emotional development, creative and physical development.

Teaching is generally good. Staff are enthusiastic and committed, and have a generally good knowledge of the stepping stones and Foundation Stage. Observations are made to record children's achievements. However, these do not fully provide a clear picture of children's progress. Planning covers all learning areas and a good range of practical and interesting activities are provided within a structured routine. However, these do not always offer sufficient challenge in some aspects of children's learning and development. Staff act as good role models and promote children's respect and consideration for each other, this contributes towards children's good behaviour.

Leadership and management is generally good. Staff are aware of their roles and responsibilities within the team. However, there are no clear systems in place for management to monitor and evaluate the effectiveness of the staff and nursery education. Advice and support from the local authority is sought by management.

Partnership with parents is generally good. Parents are provided with some written information on the setting and have opportunity to share initial information about their child. Parents are given insufficient information regarding what their child is learning in relation to the early learning goals.

What is being done well?

- Children are confident and settled, and are developing independence in a variety of ways. Staff give attention to promoting children's personal, social and emotional well-being.
- Children's creative development is good. Children are encouraged to work at their own level and have opportunity to explore a variety of media and natural materials.
- The range of equipment and activities ensure that children's interest in language and literacy is fostered. Children know some letters, enjoy drawing and are developing their emergent writing skills.
- Children show great enthusiasm when participating in a well-known range of familiar songs and rhymes.
- Staff effectively organise the space and the environment to enable children to make their own choices and decisions about their learning.

| What needs to be improved? |
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| <ul style="list-style-type: none"> ● the opportunities for children to sort, match and compare groups of objects ● opportunities for children to learn how to assemble and join things together ● the planning and observation system to ensure that the activities are extended to provide sufficient challenge for all children, and that the next steps of a child's learning is taken into consideration ● the systems for communication with parents about what their child is learning |

| What has improved since the last inspection? |
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| not applicable |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are motivated and interested in their play and learning. Most are able to sit well at group times and show consideration for each other and are confident to speak out. They show developing independence when selecting their own activities and many take responsibility for their own personal care, or will ask for support. They share and take turns and their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Children use language and gestures well to express themselves, and some talk using fluent sentences. Children enthusiastically enjoy participating in a repertoire of familiar songs and rhymes. They take pleasure in drawing and making marks and their early writing skills are beginning to develop. They listen and respond well to stories when looking at books with an adult and handle books independently with confidence.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are interested in activities that involve numbers, such as songs. Some count with confidence and are beginning to recognise numerals. Opportunities to sort, group and compare objects are not fully exploited. Children are beginning to understand concepts of quantity, weight and capacity through fun activities with sand and water. They are developing some understanding of mathematical and positional language. Some children can name basic shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children learn about the natural world and patterns of change through activities such as planting seeds. They use a range of construction materials to build three-dimensional models. However, provision to access a range of techniques for joining materials is not fully exploited. Children broaden their experiences through visitors linked to topics and themes.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move confidently and have a good understanding of space. They are aware of their personal needs. They are developing co-ordination and gross motor skills through activities with balls, quoits and wheeled toys. They enjoy exploring a range of malleable materials using small objects and tools to develop their fine motor skills, and handle scissors, paintbrushes and pencils with good control.

| CREATIVE DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| A wide range of activities enable children to communicate and express themselves. They are creative in drawing, painting, and collage, allowed to work at their own level and pace. They are able to describe and respond using their senses, such as when mixing water with sand. Children use their imagination with skill, particularly in the role-play area. | |
| 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

- Review the planning for mathematical development, in particular to increase the opportunities for children to sort, match and compare groups of objects.
- Extend the opportunities for children to explore a variety of ways of assembling and joining objects using a variety of materials.
- Develop the communication and information for parents, to ensure that they are aware of their children's learning
- Improve the planning and observation system to plan for the next steps in individual children's learning and offer appropriate challenge.

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.