



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 258824

DfES Number: 512259

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Jennifer Turner

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lutley Kindergarten
Setting Address Lutley Community Centre
Brookwillow Road
Halesowen
West Midlands
B63 1BU

REGISTERED PROVIDER DETAILS

Name Mrs Angela Cotton

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

Lutley Kindergarten Pre-School opened in 1984. It operates from 2 rooms in a single storey community centre building, on the grounds of Lutley Primary school in Halesowen, within walking distance of local shops, parks and school. The pre-school serves the local area.

There are currently 48 children from 3 to 4 years on roll. This includes 24 funded three-year-olds and 24 funded four-year-olds. Children attend for a morning or afternoon session. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 11:45 and 12:45 until 15:15.

Four full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Lutley Kindergarten provides good care for children.

There are good procedures in place for appointing and vetting staff and for the induction of new staff and students.

Toys are stored to allow all children to easily and safely select for themselves and there are effective procedures in place to ensure that toys and equipment are safe and suitable for the children. Activities are very well organised to support all areas of children's development, however, children are unable to access drinking water independantly.

Management and staff demonstrate a good awareness of identifying hazards and procedures are in place to ensure that children are cared for in a safe environment. However, fire drills are practised infrequently and accurate records are not maintained on children's attendance.

Good hygiene is promoted throughout the pre-school, although medication records are not always signed by parents to acknowledge entries as detailed in the policy. Procedures for integrating children with specific needs into the group are effective. Staff work with outside agencies and parents to ensure that children's individual needs are met, and to ensure that all children receive an inclusive service.

Staff have a satisfactory understanding of child protection and related issues, however, the recording of incidents have not been maintained accurately. All children have access to a wide range of interesting activities which support their learning. Staff recognise the need for encouraging good behaviour and reinforce this through daily activities.

There are effective procedures in place for sharing information with parents whilst ensuring that confidentiality is maintained. Ofsted's address and telephone number requires updating in the complaints procedures. Staff recognise and are flexible where possible to meet parents needs. They work with parents to provide consistency between home and the pre-school environment.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Children are involved in a broad range of activities which support their language, mathematical thinking, imagination and creativity.
- Staff are interested in what the children do and say. They talk to them and ask questions to encourage them to think.
- Praise and encouragement are offered at all times.
- There are good procedures in place for promoting health and hygiene and for protecting the children from infection.
- Staff have a good awareness of how to promote equal opportunities.
- Children's individual needs are recognised and met appropriately and with regard to cultural and religious beliefs.
- Staff are fully aware of their roles and responsibilities in protecting children.
- Children with special needs are offered an inclusive service and are supported in all areas of their development.

What needs to be improved?

- the records of children's arrival and departure times
- the frequency of fire drills to ensure all children are familiar with the procedure
- the systems for parents to acknowledge when medication is administered
- the opportunities for children to have regular drinking water
- the incident recording procedures
- the complaints procedures need to have correct details for Ofsted.

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
6	Ensure all children are familiar with the fire drill procedures.
7	Ensure parents are informed and sign to acknowledge when medication is administered.
8	Provide opportunities for children to have regular drinking water.
12	Ensure complaints procedure contain the correct contact details for Ofsted.
13	Maintain accurate records of the full names of children involved in incidents.
2	Ensure children's attendance is accurately recorded.

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

How effective is the nursery education?

Lutley Kindergarten provides generally good nursery education for 3 and 4 year old children. Staff have a clear knowledge of the foundation stage curriculum and obtain the support of the Early Years Foundation Stage Mentor. Staff work together as a team, providing very good role models and create an effective learning environment where children are encouraged to try new experiences and develop independence.

Children are making generally good progress towards the Early Learning Goals.

Children are encouraged to be actively involved in their learning. Staff offer opportunities for children to think, providing activities to enable them to explore and develop independence. Staff manage children's behaviour effectively with appropriate strategies and use praise and encouragement.

Planning is effective in ensuring that the curriculum is well covered. Planning is very detailed and includes learning intentions, grouping of children and staff deployment. Assessment is ongoing and used to inform future planning.

Children have access to a wide variety of resources and make good use of space available. Children attending with special needs are well supported.

The leadership and management of the setting is generally good. Staff are deployed effectively and clear about their roles and responsibilities. Weaknesses identified at previous inspection have been tackled and there is an ongoing review process in place.

Partnership with parents is generally good. Parents are invited to contribute to the running of the group and are welcome to help out during sessions. Staff have good relationships with parents and show knowledge of children's home and family circumstances.

What is being done well?

- Three and four year olds are confident, work well independently and take initiative, showing that they are keen to learn.
- Children speak clearly and fluently, encouraged by staff's consistent interest and engagement in their play and conversation.
- They engage easily in conversation with each other and adults in the group.
- Children enjoy mathematical learning and it is purposeful. Older children recognise numbers above 10+ and can add and subtract.
- Children have opportunities to operate and use a computer with a range of games and puzzles.

- Children have many opportunities to explore and investigate through a wide range of activities and materials, including cameras and glasses.
- They access a wide range of large and small equipment to develop fine manipulative and gross motor skills.
- Children play imaginatively in the role-play and construction areas, taking on and developing a variety of roles and ideas.
- The staff work together as a team, providing very good role models and creating an effective learning environment where children are encouraged to try new experiences and develop independence.
- Staff make parents feel welcome, they show an understanding of the children's home and family circumstances.

What needs to be improved?

- Maximise learning opportunities through everyday routines; self-registration, snack time.
- More opportunities for children to show interest in books, how text works, illustrations, use appropriate language such as front, cover, author, page.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

A new assessment system has been implemented and is being monitored. Teaching has improved so as to provide more opportunities for children to participate in open learning situations and initiate their own activities.

Planning has improved and now shows what the children are expected to learn and how activities can be adapted for children who learn at different rates and children with special needs.

The programme for creative development has been reviewed and provides more opportunities for children to explore sound and use their imagination through art, music and dance.

The programme for physical development has been reviewed so as to provide more opportunities for children to climb and use equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop a positive disposition to learning. They confidently express their needs and ideas and relate well to each other and adults in the group. They become interested and involved in their play. Children behave appropriately and are aware of the rules within the setting. Staff have high expectations of behaviour and promote children's self esteem through reinforcement and praise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have many opportunities to speak, listen and represent their ideas in their activities; they are confident and fluent speakers and engage easily in conversations with their peers and adults in the group. Activities to foster children's interest in books are limited. Children are encouraged to write their own names and practise emergent writing. However, there is no self registration system to consolidate name recognition.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy mathematical learning, as it is purposeful and fun. Staff provide a range of activities both planned and spontaneous, to encourage children to extend their learning in number recognition, shape and counting. Snacktime is not used to consolidate learning such as "estimate how many raisins on the plate" and pour drinks at snack time. Children are familiar with number rhymes and the basic concepts of addition and subtraction; they know how old they are and that $2 + 2 = 4$.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have planned and spontaneous opportunities to use their senses to explore and investigate. They have access to a wide range of materials and enjoy "wearing glasses" and taking photographs with a play camera. Outings and visitors into the group are introduced to extend and consolidate the children's learning. Children discuss their families, past, present and future events. There are positive images and photographs of different cultures throughout the Kindergarten.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have plenty of opportunities to explore, experiment and refine movements and actions unhurriedly. They access and use a range of tools and large and small equipment, on a daily basis, which helps them to develop fine and gross motor skills. Use of the school playground helps with transition into school. They are learning about movement and developing a sense of space. Three and four year olds use construction toys with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their ideas freely through a good range of activities such as role-play, painting and modelling. Children enjoyed painting 3d bells for Christmas. Staff allow children the time to explore and develop their ideas. Three and four year old children confidently sing songs both independently and in large groups. Children play imaginatively in the role play and construction areas. The role play area as a "hairdressers" provided very good play and learning opportunities.

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 and evaluate planning to maximise learning opportunities through everyday routines; self-registration, snack time.
- Provide more opportunities for children to show interest in books, how text works, illustrations, use appropriate language such as front, cover author, page.

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.