



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 317556

DfES Number: 519992

INSPECTION DETAILS

Inspection Date 26/09/2003
Inspector Name Richard O'Brien

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lyvennet Nursery Group
Setting Address Crosby
Ravensworth
Penrith
Cumbria
CA10 3JJ

REGISTERED PROVIDER DETAILS

Name The Committee of Lyvennet Nursery Group

ORGANISATION DETAILS

Name Lyvennet Nursery Group
Address Crosby Ravensworth
Penrith
Cumbria
CA10 3JJ

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

The group opened in 1992. The premises are the nursery playrooms, toilets, and nursery play area of Crosby Ravensworth Primary School. It serves a mainly rural community.

There are currently 18 children on roll. Children attend for a variety of sessions. The group has experience of caring for children who have special needs. No children attend who speak English as an additional language.

The group opens 3 days a week during term time. Sessions are from 13:00 - 15:30pm on Wednesday and Thursday and from 09:00 - 11:30 on Fridays.

There are two full time staff. Both have appropriate early years qualifications to NVQ level 2 or 3. One member of staff is currently on a training programme.

How good is the Day Care?

Lyvennet Nursery Group provides a good standard of daycare. It provides a child-centred and caring environment, which has been well adapted for the current usage. The premises are maintained well and equipment levels are good. Records are generally very well kept and regularly reviewed.

Children and staff have good relationships. Staff plan for and implement careful settling in procedures for new children. Safety is a high priority and staff are vigilant concerning possible risks in daily activities. There are some issues regarding systems for the appointment and checks on staff and the Management Committee

Staff plan many interesting activities across the 6 areas of learning. Children show enthusiasm and pride in their efforts. Children benefit from numerous opportunities for 1:1 and small group attention.

The partnership with parents is sound with a great deal of information given about the activities and the policies operating in the club. The necessary paperwork is generally well maintained.

What has improved since the last inspection?

At the last inspection actions were made regarding the child protection procedure and the practice of children sharing a towel for hand washing after activities.

The Child Protection policy has been improved but still has deficits regarding allegations against members of staff and referral procedures. Children now have paper towels for hand washing and this is satisfactory.

What is being done well?

- Support for children newly starting at the setting is very good. Staff are aware of individual children's needs and communicate these to each other well. Children receive extra help at such times.
- Children behave well; they are friendly, polite to staff and comply with requests readily. Staff are good models of the behaviour expected of children.
- Children's safety is a high priority and the setting has developed useful systems for the daily checking of premises and equipment.
- The limited space in the indoor accommodation has been well planned to provide a variety of different activities and a well used quiet area. Outdoors children use a spacious and attractive all weather surface which has been well equipped with various apparatus.

What needs to be improved?

- the procedures for notifying Ofsted of actions to meet qualification levels for managers, and the appointment of new members of staff and members of the Management Committee.
- the inclusion of all areas and activities in the risk assessment
- aspects of the child protection and complaints policies and the recording of visitors
- information to the Management Committee regarding their roles and responsibilities as the registered person.

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
2	develop a written procedure regarding the appointment of new staff, volunteers and members of the Management Committee
12	ensure that all members of the Management Committee have information on their roles and responsibilities as the registered person
12	make available to parents a single written statement that provides details of the procedure to be followed if they have a complaint
13	ensure that the Child Protection policy includes the procedure to be followed in the event of an allegation being made against staff and states the referral procedure in the event of the person in charge being absent
1	provide a written action plan showing how the person in charge will become suitably qualified
2	ensure that Ofsted is appropriately informed regarding the proposed appointment of new staff and members of the Management Committee
2	ensure that any person who has not been vetted is never left alone with children
6	include within the risk assessment the two exits from the play areas, the use of the kitchen and conduct risk assessments of outings
2	ensure that all visitors to the premises are recorded

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals overall. They are making very good progress in communication, language and literacy and in their creative development. They are making generally good progress in their personal, social and emotional, mathematical and physical development and in their knowledge and understanding of the world.

Teaching is generally good with some very good aspects. Staff have qualifications in childcare and a sound knowledge of the early learning goals. They work patiently and sensitively with children who are new to the setting or unsure about activities. They praise and encourage children's efforts and children respond with pleasure and pride in their efforts. Staff have established suitable daily routines which have an appropriate balance of child and teacher directed activities. Space indoors is limited but staff work effectively to overcome these limitations. Resources are of good quality and support children's learning across the six areas of learning. Staff are flexible in their approach, work hard throughout the sessions and are good models of the behaviour expected of children. There are some weaknesses in the planning and assessment systems.

Leadership and management are generally good. There has been a recent change of manager and some planned improvements are still to become settled but the areas identified for improvement are appropriate. There is good teamwork and shared goals. Activities are effectively monitored for opportunities for improvement when necessary.

The partnership with parents is generally good. Relationships are positive and parents are well informed about the early learning goals and current topics. There is insufficient information about how parents may support the current programme at home.

What is being done well?

- Staff provide sensitive 1:1 attention as needed to help children settle. They are aware of individual children's needs at such times and work well together as a team.
- Children's progress in communication, language and literacy is very good. Their speaking skills are encouraged by well-planned activities by staff who show a consistent interest in their ideas, which is increasing children's confidence.
- The partnership with parents has many positive aspects. Staff have organised an effective system for children to take home books to read with parents and for parents with particular knowledge to help in appropriate sessions.

- Staff make good use of local places of interest to support children's learning.

What needs to be improved?

- The regularity and comprehensiveness of assessments and the link to planning to show how individual children's needs are met.
- The detail of planning for outdoor physical activities.
- The provision of information to parents to encourage their participation in their children 's learning at home across all six areas of learning.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Staff have appropriately prioritised key areas and improved the balance between child and teacher directed activities. The detail of planning is not always sufficiently clear, especially in outdoor aspects of physical development. The assessment system has been developed but is completed insufficiently regularly and does not provide a clear link with planning to meet individual children's needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in trying new activities and show a keen interest in staff explanations and discussion. They concentrate well when taking turns at an activity. When they are uncertain their wishes to join in with activities or not are well respected. Staff are adept at using praise, for instance regarding children's assistance at tidying up. This is increasing children's confidence. There are limited opportunities for children to increase their personal independence in toileting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children sing with enthusiasm and are enthusiastic about learning new songs. Their vocabulary is increasing as staff carefully introduce new words which are well linked to current activities. Children are learning how to handle books with care, to remember well-loved stories and to think about the situations in the texts. They access a wide range of fiction and non-fiction books. Children regularly practice writing their names, for instance when signing pictures.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from learning a wide range of number rhymes and songs. They are recognising colours and shapes well in practical situations. Children are generally learning to count well although arrangements for some children who learn more or less quickly are not satisfactory. Staff plan useful activities regarding addition and subtraction and the practical uses of money and children respond to these, for instance when playing at being in a café.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning well about the local area and places of interest. Their understanding of time is well encouraged when staff discuss recent and past events. Their understanding of change and the features of materials are well encouraged, for instance regarding objects that float or sink. They use a computer with confidence. Their understanding of other cultures and beliefs is insufficiently assessed and recorded.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's safety when using tools and in vigorous activities is well safeguarded by vigilant staff. They take part with gusto in action songs. They are competent at using scissors and threading. They are learning about staying healthy and the effects of exercise on their bodies and respond with interest. There is insufficient planning for some more vigorous outdoor activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make many pleasing objects in their artwork, using a wide range of materials, for instance when representing favourite pets. They make attractive objects such as rice bowls and clay models. They are learning about their different senses in well planned activities to explore different textures and tastes. They enjoy opportunities to practice percussion, the sounds that different instruments make and the names of different instruments.

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

- Ensure that all areas of learning are regularly assessed and that there is a clear link with the planning so as to meet individual children's needs.
- Provide more detail in the planning for outdoor vigorous activities so that the purpose of the activity and the expected outcome is clear and specific.
- Provide parents with more information so that they can support their children's learning across all six areas of learning.

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.