



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 139137**

**DfES Number: 519519**

### **INSPECTION DETAILS**

Inspection Date      18/05/2004  
Inspector Name      Jeanette Susan Brooks

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Lysander House Playgroup  
Setting Address      Barnwood Close  
                                West Ruislip  
                                Middlesex  
                                HA4 7HE

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Mary Cord

## 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

Lysander Pre-school was opened in 1996. It operates from a purpose built building situated in a residential area, which consists of accommodation for serving personnel in the Royal Air Force. Children from Forces' families have priority for attending the provision.

There are currently 27 children on roll from 2.5 to 4 years of age. This includes 11 funded 3 years olds. Children attend a variety of sessions. The setting can provide a service for children with special needs and who speak English as an additional language.

The group opens 5 days a week from 09:30 to 12:30, during school term times. They are also registered as a playscheme that runs during some school holidays for children from 2.5 to 8 years of age. These sessions are also 09:30 to 12:30.

There are five staff employed to work with the children and there are three to four staff at each session. Over half the staff have early years qualifications to National Vocational Qualification level two or three. The setting receives support from a teacher and development worker from the Early years Development and Childcare Partnership.

### How good is the Day Care?

The Sessional care provides good care for the children.

The pre-school has effective procedures for appointing staff and for their induction, which promotes the smooth running of the session. The well organised use of space, ensures the staff have a good overview of the children. The environment is attractive and welcoming for both the children and their parents. Toys and activities are well presented, making them interesting for the children to use. Some reorganisation of the book corner would make this resource easier for the children to use.

The pre-school has well organised records and procedures which ensure they have

full details of each child. All policies and procedures are regularly reviewed.

Staff have thorough knowledge of safety and promote this with the children to help their understanding. They follow appropriate health and hygiene procedures which helps to protect the children from infectious illnesses. A detailed sick child policy is in place and this is brought to the attention of the parents before a placement starts.

Staff respond well to children and use every opportunity to develop their language and knowledge of the world about them. Their planning includes a balanced range of toys and activities that promotes children's learning. The change over at the time of refreshments is not sufficiently organised to ensure that children do not have the opportunity to become disruptive. Staff have a positive attitude that encourages good behaviour. They are consistent in their behaviour management, offering the children praise and support at all times.

The group have very good procedures for keeping parents well informed about the provision and the children. Staff are available to talk and they value the parent's contribution.

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

At the last inspection, the pre-school agreed for a staff member to attend a food hygiene course. This has been completed and should ensure that suitable procedures are followed to safeguard the children.

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

- The pre-school have a keyworker system and parents know which staff member is the key person for their child. Records are kept of the child's progress and these are available for parents to see and discuss. Parents are provided with a group handbook, giving them full details on the provision. Helpful information is displayed on a notice board and regular newsletters are produced to keep parents up-to-date. The pre-school committee has parents as members.
- The children are relaxed and confident in their play and surroundings. They asked questions and made requests. Staff encouraged this by taking every opportunity to discuss, describe and explain subjects that the children were interested in. They gave support and encouragement in whatever the children were doing. The session included some very interesting activities that encouraged the children to use their imagination and to participate in stimulating group play.

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

- the organisation of the book area and refreshment time.

**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 organisation of refreshment time.
4	Improve the presentation of the book corner.

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

### How effective is the nursery education?

Lysander Pre School provides good quality nursery education, which enables the children to make generally good progress towards the early learning goals.

The quality of teaching is generally good, staff are aware of their roles and responsibilities and work well as a team. Staff are interested in the children, they give good encouragement and support. Staff need to ensure that children are given more opportunities to develop independence.

Effective planning programmes are in place, staff monitor, evaluate and record children's progress which is used to influence further planning. Staff need to ensure that the activities they provide present children with challenges in order to extend their learning opportunities.

Children enjoy singing songs and rhymes and participate well. They have frequent use of a large range of books and are surrounded by good examples of the written word. They are also aware that writing is used for different purposes. However, there are missed opportunities for children to develop their writing skills, they would benefit from naming their own work and the use of a permanent writing area within the group room.

The leadership and management of the group is generally good, the leader provides a positive role model. Regular staff meetings are held and staff have opportunities to extend their existing skills. The group is currently developing their planning programme and record keeping of children's progress to good effect.

Partnership with parents is very good, the group provides regular formal and informal feedback of children's developmental progress. Parents are kept informed by regular notices and newsletters and are welcome in the group at any time.

### What is being done well?

- Staff have good systems in place for planning, evaluating and recording children's progress, the evaluations and records gained are used to influence future planning.
- Children's behaviour is very good, staff provide positive role models and children respond well to requests.
- Children are provided with opportunities to count in every day situations and are able to recognise numerals.
- Children participate actively during story time and when singing songs and rhymes.
- Children have good opportunities to be involved in imaginative and role play.

- The manager and staff work well together as a team and have established positive relationships with parents.
- Parents are well informed about the setting and the progress their child is making

**What needs to be improved?**

- the opportunities for children to develop independence
- the opportunities for children to write
- the challenges offered to children through the activities and teaching strategies.

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

This is the playgroup's first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in the activities offered, they behave well and are encouraged by staff to share and take turns. Staff are interested in the children and provide them with good support to develop their confidence within the setting. Children self select from the activities provided and are able to make their needs known. Children have independence in the bathroom, however, some opportunities to extend their independence are missed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate positively with staff and their peers, they enjoy singing rhymes and songs as well as listening to stories in which they participate well. Children have access to a good range of books. There are examples of the written word displayed around the setting. Although children recognise their first names and link sounds to letters and are aware that writing is used for different purposes, they have limited opportunities to practice writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to count, match, pattern and sort, they recognise colour and size. Staff support children in this area of learning by reinforcement in their questioning and use of positional language, as well as helping children estimate. Children gain experience of coins and money when playing in the role play area, and have opportunities to calculate through practical activities such as making shakers and using play dough.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to experience change through mixing colours during art activities and when tie dying materials. They have had the opportunity to observe the change of tadpoles to frogs and enjoy using bug pots in the garden. Children learn about the local areas by participating in nature walks to collect leaves and conkers. Through planned activities children are introduced to cultures and beliefs from around the world.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently around furniture and each other both inside and in the garden and are developing good spatial awareness. They are developing dexterity and control through the many opportunities they have to handle tools when playing in the sand, during woodwork and sewing activities. Children are aware of the changes that take place to their bodies during exercise, they have been learning about safety in the sun, and are diligent about wearing their hats in the garden in summer.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have good opportunities to use their imagination through role and imaginative play, they enjoyed using the pizza parlour and deciding which drinks they would serve. Children undertake a wide range of art and craft activities, these can be seen on display throughout the setting. Music is enjoyed by the children, they have a wide repertoire of songs and rhymes, they use musical instruments on a regular basis and experiment with rhythms by making their own shakers.

**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**

- Provide opportunities for children to develop independence
- Ensure children have opportunities to practice writing
- Ensure that the children are offered challenges through the activities and teaching strategies provided.

*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.*