



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 500127

DfES Number: 524934

INSPECTION DETAILS

Inspection Date 26/07/2004
Inspector Name Glynis Margaret Kite

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Lighthouse Centre
Setting Address Sandy Lane
 Chorlton
 Manchester
 Lancashire
 M21 8TZ

REGISTERED PROVIDER DETAILS

Name Ms Margaret Hallam

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 Lighthouse Child Care Centre opened in 1991. The centre is managed by the Lighthouse Christian Centre and operates out of several areas of the church building, offering full day care, after school and holiday care. The centre is located in the Chorlton area of Manchester. The nursery consists of a large room which can be divided into three separate areas. The baby room is situated on the first floor and the after school/holiday facility use one room just inside the main entrance. There is access to outdoor play areas for all facilities.

There are currently 23 children on the register for the nursery and 16 children on the holiday club register. Children attend the nursery and holiday club for a variety of sessions. The numbers include three funded 3 year-olds and four funded 4 year-olds. There are currently 3 children attending the nursery provision identified as having special needs and 1 child with English as an additional language.

The nursery is open from 08:00 to 18:00 Monday to Friday, all year, except bank holidays and a week at Christmas. After school is open Monday to Friday term time, from 15:30 to 18:00 and the holiday club opens during all of the school holidays except Christmas from 08:30 to 18:00 Monday to Friday.

There are currently 11 staff including the manager and 1 supply staff of whom, over half hold relevant childcare qualifications. All of the staff work directly with the children. The nursery has support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Lighthouse child care centre provides satisfactory care for children. The overall organisation is good and staff are deployed effectively. The space is used well enabling children to move around freely and safely. The environment is warm and welcoming for parents and children with lots of children's work displayed. The nursery is well equipped with appropriate furniture, toys and equipment. Records pertaining to the children are in place with one minor omission.

The premises are generally safe and secure. All of the staff are aware of the health and safety policy and procedures and implement them well. The staff promote good hygiene practices well through daily routines and example. The nursery takes steps to prevent the spread of infection through the implementation of the exclusion policy for sick children. The individual dietary requirements of children are recorded and catered for. The staff have knowledge and understanding of child protection issues and special needs.

The children have access to a wide variety of toys, activities and first hand experiences. Weekly play plans are available in all areas and based on observations of children, however, these are less detailed for the 2-3 year-olds. The staff caring for babies' have good knowledge of their needs and meet them well. Children in the out of school club are encouraged to participate in the planning. Children are confident, happy and have good social skills. They play in small groups and independently and are able to initiate their own play. Staff work closely with the children and generally support their learning and play well. Children have access to outdoor play, however, the area for the out of school club is not safe. The children have good opportunities to develop language and mathematical understanding. The staff foster good relationships with children and lead by example. The children understand the boundaries and behave well.

Good working relationships are formed with parents.

What has improved since the last inspection?

During the transitional inspection several actions were raised, mainly regarding the provision of and in some circumstances the inclusion of more information to policies and procedures. These have been addressed and are in place. However, some safety issues were also raised including making safe the outdoor play area used by the after school/holiday club and checks on appliances used within the setting.

The gate in the outdoor play area for the out of school children has been mended but is again unsafe and other areas of concern have been identified by the manager during the inspection. The manager informed the inspector that all appliances have been checked but is unable to access the records at the time of inspection. These documents are stored in the main office, which the manager does not have access to. Further recommendations have been made.

Policies and procedures have been updated and implemented ensuring staff are able to fully meet the needs of children.

What is being done well?

- The environment is bright, stimulating and decorated with children's work and evidence of topics and themes that the children have been involved in. This makes for a pleasant environment where children can play freely and in comfort.
- The baby room is self-contained enabling the staff to meet the care and developmental needs of babies well. The babies interact with consistent

adults as a key worker system is in operation, ensuring parents and babies have a familiar adult to relate to. Staff provide appropriate activities to meet the individual development needs of babies, such as space to crawl around, furniture to pull themselves up and toys to stimulate sensory development.

- The nursery is well resourced with books and other materials, which contain positive images of people of all races, cultures and abilities. Equality of opportunity is promoted well within the nursery through the accessibility of resources, displays and staffing. The nursery supports children well that speak English as an additional language.
- Good hygiene practices are promoted well within the setting. Hygiene matters are addressed with the children through activities and reinforced during routine procedures.
- The nursery staff work hard to foster good working relationships with parents. The parents are given an information booklet about the setting, which contains brief information about the policies and procedures. They also have access to the detailed policies and procedures. Progress reports are provided periodically to keep parents up to date with their children's development.

What needs to be improved?

- the use of observations to inform planning in some areas (2-3 years group)
- the parents' written consent for staff to transport children in a vehicle
- the safety of the outside play area for the out of school club (wire fence and prickly brambles)
- the provision of records to demonstrate all appliances conform to required safety standards

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure records are available for inspection, which demonstrate all appliances conform to required safety standards.
6	Ensure the outdoor play area for the out of school/holiday club is free from potential hazards.
14	Ensure written consent from parents is obtained for the transportation of children in vehicles.

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

How effective is the nursery education?

The Lighthouse Centre provides high-quality education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Overall staff have a sound knowledge and understanding of the Foundation Stage curriculum. Very good curriculum plans which clearly link to the stepping stones and early learning goals ensures a broad and balanced curriculum which makes children's learning effective, exciting, varied and progressive. The older and younger funded children are grouped separately during adult-initiated activities to ensure individual needs are met appropriately. Evaluations of these activities and ongoing discussion with other staff are used to inform future planning. A systematic approach to recording children's individual observations has not yet been adopted. Assessments which link to the stepping stones are completed for most children and staff know individual children extremely well. They support, encourage and challenge children's learning and thinking through skilful intervention and good questioning techniques. Staff have high expectations of children's behaviour and are very good role models. The learning environment is well organised, bright and stimulating with good quality resources stored at children's level for easy access.

Leadership and management of the setting are very good. Staff work well together to create an effective and improving environment. The deputy manager takes a lead role with the funded children, she is very much hands on and leads by example, setting high standards and inspiring and influencing the quality of teaching and the children's learning. There are productive systems in place to monitor and evaluate the nursery education.

Partnership with parents is very good. Substantial information is shared with parents about the educational provision. They are well informed about their children's progress and involved in their learning.

What is being done well?

- Children's personal, social and emotional development is excellent. Children are happy, confident and independent learners who initiate and extend their own play and show a lively enthusiasm for learning. Staff use very good strategies to promote children's good behaviour and self-esteem, they have high expectations of children's behaviour and set a very good example for children. Consequently, children's behaviour is exceptional.
- Very good, clear curriculum plans ensures that children have a broad, balanced, purposeful and challenging curriculum covering all six areas of learning. The learning environment is warm and welcoming. Good resources are well organised and labelled to create a stimulating, inviting, orderly and

supportive environment where children are able to make choices.

- Children's skills in information, communication technology are well promoted through being able to use, explore and experiment with a good range of technological resources such as a computer, digital camera, calculators, phones, programmable toys, a cash till and music system. Children are confident in using this equipment to support their learning and are able to identify the uses of everyday technology.
- Staff provide valuable first hand experiences for children such as gardening, caring for pets, collecting insects, watching caterpillars grow into butterflies, visits to the local park and welcoming visitors to the centre such as a dentist. As a result children explore and investigate objects and living things confidently and are inquisitive, often asking questions about how things happen and why things work.
- Partnership with parents is strong. They receive very good information on the Foundation Stage curriculum and there are effective systems in place to keep them informed about current themes and weekly activities. Staff are successful in involving parents in their child's learning, they clearly value parents as partners in their children's care and education.

What needs to be improved?

- the systems for recording children's ongoing individual observations
- the assessments of children's progress to ensure that each one shows progress through the stepping stones towards the early learning goals.

What has improved since the last inspection?

Very good progress has been made addressing the points for consideration identified at the last inspection. It was suggested that staff improve the planning and assessments to make closer links to the areas of learning. Also that when children write their names appropriate upper and lower case letters are used, that staff make more use of daily routines to promote children's mathematical skills and finally to group children more effectively at story-times.

Curriculum plans now clearly link to the stepping stones and early learning goals. The high-quality curriculum plans ensures that the learning environment is exciting, stimulating, varied, challenging and purposeful and enables children to make very good progress in all six areas of learning. All children's assessments now link to the six areas of learning and most also link closely to the stepping stones, clearly showing children's progress towards the early learning goals.

Children now write their names confidently and with good control using the appropriate upper and lower case letters and staff use the appropriate upper and lower case letters when labelling displays.

Staff now use the daily routine to promote mathematical skills. Consequently, the

children are interested in numbers, they count and solve mathematical problems confidently and make very good progress in this area.

The younger and older children now have story-time separately. All children now listen attentively to stories which are suitable for their age and staff are able to set sufficient challenges for older children at story time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive approach to learning, they show high levels of concentration, perseverance and involvement in activities, encouraged by staff's enthusiastic teaching methods and exciting activities. Their behaviour is excellent as they share, take turns, have good manners and are sensitive to the needs of others. Children have good independence as they select resources, initiate play, help with tasks and take care of their own personal needs. They form strong relationships with others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are interested in books as they absorb themselves into stories and retrieve information from them, for example when finding out about spiders. They have good opportunities to mark-make and practice writing for a purpose such as writing postcards and captions for displays. Older children name and recognise the letters of the alphabet and write their names and simple text using recognisable letters. Children are adept communicators and listeners as they express themselves confidently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers as they count, recognise numbers and solve number problems in everyday situations and stimulating practical activities. They, for example, count each other whilst lining up and ensure they have the correct number of pipe cleaners to represent legs when constructing spiders. The computer is used well to support mathematical learning. Children sort, match, sequence and compare by order, shape, size and quantity and use good mathematical language in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have valuable opportunities to investigate and examine a range of objects and living things through first hand experiences such as looking closely at a giant African snail, gardening and watching a caterpillar change into a butterfly. They then record their observations in drawings, graphs and photographs. Children use technological resources such as the computer and camera independently and confidently. They build and construct purposefully using a variety of techniques and materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the environment safely and with good control, showing an awareness of space, themselves and others. They use a range of small and large equipment regularly such as hoops, balls, climbing frames and balancing beams and are offered sufficient physical challenges in a well planned environment. Healthy practices in daily routines and well planned topics encourages children to learn about health and bodily awareness. They use a wide variety of small tools and materials skilfully.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children benefit from an extra curricular music and movement lesson each week. They listen to different types of music, explore different ways of moving to music and develop an appreciation of sound and a sense of rhythm. Children play together in the well resourced and interesting role-play area which inspires their imaginations, encouraging them to initiate their own play. Children draw, paint and construct to reflect their own ideas, they work in an environment where creativity is valued.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- ensure there is a systematic approach to recording observations of children which is adopted by all the staff who work with the funded three and four-year-olds
- ensure that all children's assessment records show progress through the stepping stones towards the early learning goals.

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.