



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309375

DfES Number: 513676

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Lorraine, Susan Fay

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Longton Ladybirds Nursery School
Setting Address	Good Companions Club School Lane Longton Preston PR4 5YA

REGISTERED PROVIDER DETAILS

Name	Longton Ladybirds Nursery School 1053711
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ORGANISATION DETAILS

Name	Longton Ladybirds Nursery School
Address	Good Companions Club School Lane Longton Preston PR4 5YA

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

Longton Ladybird's Nursery School is a Committee run setting which is registered to offer sessional care for a maximum 20 children aged between two years and five years of age. The nursery provision has shared use of the Good Companions Club in the village of Longton and is a long established feature of the local community. During nursery opening times no other persons use the premises.

Children can access a large child orientated activity room, toilet facilities and a secure outdoor play area. There is a separate kitchen and store room. A section of the main building provides a small area for administration.

The Nursery School operates Monday from 09:00 to 12:00 and again from 12:45 to 15:15, Tuesday through to Friday sessions are from 09:00 to 12:30. There are some sessions run specifically for children aged three to five years of age. The children attending the Nursery live in the village and surrounding areas. There are currently thirty seven children on register, twenty eight places are held by funded children, twenty two of whom are three year olds and six four year olds. There are no children with special educational needs and none with English as an additional language. There are six staff members including an administrator. All staff hold level three child care qualifications. There has been a change in Supervisor since the last inspection.

Staff plan a series of challenging play experiences to meet individual children's needs. A system of observing and recording children's progress is in operation.

This setting is in receipt of support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Longton Ladybirds Nursery School provides good care for children.

The Nursery environment is warm and welcoming in which children are secure and happy. Staff make good use of all internal space, however further use of the external

play area could provide children with physical challenge. There is an abundance of quality equipment accessible to children which is imaginatively set out by staff to ensure children meet milestones. Documentation is kept in very good order.

Staff place a high emphasis on safety ensuring that children are safe and secure within the setting and out of doors. There are detailed risk assessments which are regularly up dated. Children are made aware of personal hygiene through daily routines, they are encouraged to develop an interest in healthy eating and are provided with nutritious snacks. Children are introduced to the 'wider world' including their own community. Themes are worked to and children celebrate other cultural celebrations for example the Chinese New Year. There are toys and equipment available to children which promote positive images of other cultures, gender and disabilities.

Staff have very good knowledge of the Early Learning Goals, they observe, assess and plan a wide range of challenging activities and play experiences to meet individual children's needs. Staff are good role models, children are valued and respected. They are aware of their boundaries and develop in a positive learning environment.

Good relationships are developed with parents, partnerships are formed from the onset which enhances the professional and smooth running of the Nursery.

What has improved since the last inspection?

At the last inspection this setting agreed to devise a sick child policy and up date the Child Protection statement should there be any allegations made against any staff member. Parents are now provided with a detailed sick child policy and the Child Protection Statement has clear details relating any allegations made against staff members. Both policies are shared with staff. These procedures further ensure the safety of the children.

What is being done well?

- Staff have a very good knowledge of the Early learning Goals. They plan activities which extend children's overall development. They are committed to further training for the benefit of the children. Recent training included 'Birth to Three Matters'. Good use is made of all internal resources. Children move around the setting with confidence. The large play area is utilised effectively. Children are meeting their milestones in a warm , welcoming and stimulating environment.
- Staff are good role models, children behave well and know their boundaries. Staff speak in positive tones. Children feel secure in a postive learning atmosphere.
- Children are introduced to healthy eating, during snack time they talk about the benefits of eating fresh fruit. They are encouraged to become aware of their own personal hygiene. Children know to wash their hands for example before meals.

- Staff know the children very well and include all children in all activities. Children feel valued. There is an effective key worker system in place. This contributes to positive partnerships with parents being formed and maintained in the best interest of the children. Parents are confident and discuss their own children's developmental progress. As a result links are maintained between home and the setting. Children bring things from home during theme times for example fruit for the Chinese New Year celebrations. Parents speak highly of the service provided by this setting.
- Children are introduced to their own community and develop further knowledge and understanding of the 'wider world' through toys, books equipment, themes and cultural celebrations. Children celebrate the Chinese New Year, parents join in and bring things from home for example Chinese food.
- Staff place a high emphasis safety within the setting and during outings, there are detailed risk assessments. Children are able to develop and play within a safe environment.

What needs to be improved?

- the opportunity for children to develop physical skills in the outdoor play area.

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
4	Ensure that children are able to access the outdoor play area in relation to developing their physical skills.

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

How effective is the nursery education?

The children attending Longton Ladybirds Nursery School are making very good progress towards the early learning goals in all six areas of learning. This setting serves the local community very well, the premises are warm and welcoming in which children are secure and happy.

Teaching is very good. Staff demonstrate a sound knowledge of the early learning goals and the stepping stones. Planning is very good and effectively geared around the curriculum. Staff balance child and adult led activities very well. There is a strong commitment to training and the SENCO has due regard to the code of practice. Staff have high expectations of children's behaviour, they are good role models and children are clear of what is expected from them. There is an effective system in place for the assessing and monitoring of individual children's development, this procedure is assisted by an effective key worker system.

Leadership and management is very good, staff are clear in relation to their roles and responsibilities. An effective induction programme is in place followed by a constructive appraisal system. Staff have high expectations of children and set realistic goals in order for them to achieve. Staff base children's learning on the environment and the opportunities provided all of which are supported by the Nursery manager. Policies and procedures are regularly updated and evaluated with an emphasis placed on improvement and development of the service. The support of the Early Years Development and Childcare Partnership teacher team is well utilised by the setting.

The partnership with parents and carers is very good. Parents are provided with detailed information about the setting, their child's development and the early learning goals. Staff encourage links between the setting and home, parents are invited to contribute to themed activities. Staff provide through the key worker system positive lines of communication between staff and parents.

What is being done well?

- Children are very confident they work well independently and in groups. They are focussed during planned activities and make confident choices during free play. Children take turns during snack time and circle time. Children are made to feel secure and happy within the setting.
- Staff display a commitment to training, they have very good knowledge of the early learning goals and plan activities in order to meet individual children's developmental needs.
- Children move confidently with control over their bodies. They climb over and balance on the obstacle course equipment. They are aware of their own personal hygiene and the need for healthy eating. They enjoy fresh fruit at

snack time.

- Children are made aware of their own community and the 'wider world', they enjoy other cultures and celebrate festivals from other countries for example the Chinese New Year.
- Children listen too and enjoy acting out stories through role play for example The Tiger Who Came To Tea. They discuss the story line and are able to follow the sequence of events. Children handle books very well.
- Children are able to count beyond ten, they use addition and subtraction very well counting plates, cups and numbers of children present. They are developing a sound awareness of number recognition for example the date when doing the calendar and identifying their own birth dates.
- Staff are clear about their roles and responsibilities they are enthusiastic in their approach supported by the Nursery Manager. They build very good relationships with parents assisted by an effective key worker system. Parents are kept fully informed of their child's progress within the setting.

What needs to be improved?

- Point for consideration
- - Allow children further opportunities to develop their physical skills when using the outdoor
- play area.

What has improved since the last inspection?

Progress since the last inspection is very good.

At the last inspection the setting agreed to give children the opportunity to write or copy their names on all pieces of work and to modify and refine the system for assessing children's attainments into a more manageable form.

Children are now encouraged to write or copy their names on each piece of work. Children are also provided with the opportunity to experience spontaneous writing in the mark making area.

There is now an effective system in place for the observing, assessing and monitoring of all children's progress towards the Early Learning Goals. Key workers make detailed observations which are transferred onto the individual child's development sheet. This system is supported and monitored by the Nursery Manager to ensure children are making progress. Assessment sheets are also available for parents to observe and make comment

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, motivated and interested to learn. Children form good relationships with adults and other children, they are focussed during planned activities and confident to make choices during free play. Children approach staff with confidence. Children are able to take turns and are thoughtful towards each other. Children behave very well, they are aware of their boundaries and know what is expected of them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen too and respond very well to stories. They are able to follow sequence and act out through role play. Children have access to a variety of script and are able to practice writing in the mark making area. Children are interested in letters they make good use of the letter sacks. Children are able to identify their own name, they use expressive language and varying voice tones. Children use language for negotiation and discussion.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to count to ten and beyond. Children are confident with addition and subtraction, they are able to compare numbers and link numbers together when discussing the calendar. Children count in rote and are able to recognise basic shape. They use language to describe small, big and bigger and are very good when using calculation during baking, sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are introduced to living things through the mini beast project. They feed the birds and are able to discuss events past and present. Children construct and design using junk modelling and bricks. They are competent with scissors and cutters. Children can use the computer and are competent with the mouse and appropriate computer programmes. Children show an interest in how things work, for example light up pens. They are aware of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing control over their bodies and are confident in their movements during the obstacle course. Children recognise change to their bodies and are aware of the importance of healthy eating. They enjoy fruit during snack time. They handle scissors well and can fasten their own coats, some children attempt to fasten their own shoe laces. They are competent with fine motor skills demonstrated through threading and pencil control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have great opportunities to develop their imagination through role play, dressing up, story time and craft activities. They have access to materials for example collage, paints, dough, sand and water. Children know primary colours and others for example purple, grey and pink. Children make three dimensional images and are expressive to what they see and feel for example introduction to Chinese fruit. Children access props at story time story time.	
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:

- Point for consideration
- - Allow children further opportunities to develop their physical skills when using the outdoor
- play area.

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.