

Lodge Cottage Nursery School

Inspection report for early years provision

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EY368613

Inspection date

20/09/2010

Inspector

ISP Inspection

Setting address

Manor Road, North Wootton, King's Lynn, Norfolk, PE30
3PZ

Telephone number

01553 631263

Email

Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lodge Cottage Nursery School is privately owned and managed. It opened in 1987 and re-registered in 2007 due to a change in the management of the company. The setting operates from a purposely converted building in North Wootton, a suburb of King's Lynn, Norfolk. Children have access to an enclosed outdoor play area. The setting is open each week day between 8.30am and 4.00pm during school term times.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 50 children from two to under five years on roll. The setting also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, all of whom have appropriate early years qualifications, including the manager who also has a BA honours degree in early childhood studies. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very confident and enjoy their time at the nursery. They are highly motivated and involved in the activities on offer. The environment is well designed to promote their independence and children are encouraged to think for themselves and be active learners. The setting communicates well with parents who are encouraged to share what they know about their children's learning and development. The setting has effective systems for self-evaluation and reviews its practice to bring about improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- state in the risk assessment when it was completed and by whom (Suitable premises, environment and equipment) 11/10/2010

To further improve the early years provision the registered person should:

- review staffing arrangements to ensure that all children's individual needs are fully met at all times.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because staff attend regular training on safeguarding and are aware of their responsibility to refer any concerns they may have about children's welfare. New members of staff are made aware of the setting's policy on safeguarding and information is easily accessible for staff. The staff team is highly experienced and qualified. Children are cared for in a safe and secure environment. Risk assessments are carried out on all aspects of the setting and staff carry out daily checks to ensure that the environment is safe. However, the written record of risk assessment does not include information on who carried it out, the date it was done or the date of any reviews to monitor changes. Children learn how to keep themselves safe because staff give them explanations about playing safely and encourage them to take responsibility for their own safety by suggesting alternative activities, for example, by inviting them to make their own safety masks. They also learn about safety through role play, putting up safety signs on the climbing frame and putting on hard hats and goggles when pretending it's a building site. Children have developed warm and trusting relationships with the staff and so feel safe in the setting.

The indoor and outdoor environment is well organised and designed to promote children's independence. They are able to select items from a wide range of resources, for example, outside they can develop their own play by selecting the equipment they want from an outdoor shed. Inside, resources are easily accessible at children's level and they are encouraged to select items and put them away again. Staff are very skilled in managing children as they move between the indoor and outdoor environments. They use walkie-talkies to communicate with each other about their movements to ensure children's safety. However, there are times in the routine when staff are stretched in supervising children across the large areas and at these times they struggle to provide fully effective supervision for all children. Children are valued as individuals and learn about their similarities and differences as families from different backgrounds are encouraged to share their own cultural experiences. Parents are well informed about the setting and about the progress their children are making. The staggered start to the day means that parents are able to come into the setting with their children and have time to speak to their key person if they need to. Parents are encouraged to share their knowledge of their children's achievements and interests when they start so that staff can build on what the children already know. The nursery also communicates with other providers when children attend other settings so that they can be working towards the same goals to ensure continuity and consistency.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their play and learning. They show high levels of involvement and enjoyment because they are able to make choices and decisions

in their play, for example, for most of the session they can choose whether to play inside or outside and they can choose when to have their snack. Key persons make observations of children's play and use these to plan the next steps for their progress. The outdoor environment provides many opportunities for active play and exploration, including dens and sand and water play for investigation.

Children communicate very confidently with staff, telling them about their experiences. They also communicate well with each other, for example, as they engage in role play. Writing materials are easily accessible and some children can write their names on their work before putting it away. Children enjoy stories on a one to one basis and also listen attentively during group story times. Staff talk to children sensitively and are skilled in using open-ended questioning to encourage children's thinking and language skills. Children are encouraged to count during the daily routine with staff saying, for example, 'we have six places so how many chairs do we need?' Children are encouraged to work things out for themselves with staff saying, 'do you think this will fit?' and so are learning about the language of size and shape. Children can be creative in many ways as they build a house with bricks, looking at the guttering outside to see how it fits together or cutting shapes in play dough. There is a well-stocked area for creative play and children can initiate their own projects, for example, they decide they want to do a marble painting instead of the printing that has been put out and they are able to select the equipment they need in order to achieve this. Children use their imaginations making a building site on the climbing frame or engaging in hospital play and using mobile phones to call for an ambulance.

Children learn about the world around them as they look under log stumps and examine bugs with magnifying glasses or explore and investigate with sand and water. They learn about the wider world as they learn about different cultural events. Children are becoming familiar with technology as they use a camera or follow simple programmes on the computer. Personal and social skills are particularly well promoted. Children develop exceptional independence skills and learn to take responsibility, for example, they pick fruit in the garden and take it inside for their snack, they help to wipe the tables and pour their own drinks and put their plates away. They carry out simple tasks, such as, putting their work away and carry the post inside after collecting it from the postman at the gate. Children are developing strong friendships and play well in small groups and persist for sustained periods at activities. They are beginning to understand their own needs and the needs of others saying, 'he hurt me but it was accidental'. Staff provide positive role models and encourage children to have a caring attitude towards their friends. As a result children develop good manners and say 'excuse me' and 'please' without prompting. Children are able to gauge when they can achieve something on their own, for example, getting a scooter out of the shed by wiggling the wheels but are also confident in approaching staff for help if they need to. Physical skills are developed through plenty of outdoor active play. The large garden provides plenty of room for children to run. They develop skills of coordination as they move ride-on toys around a pathway, balance or hang on the climbing frame.

Children's health is promoted well. They enjoy plenty of fresh air and exercise and play outside for a good part of the session. They are offered a healthy snack of

fresh fruit and breadsticks. Fresh drinking water is always available and children help themselves to a drink after playing outside, showing that they understand the effect that exercise has on their bodies. Parents provide packed lunches and are encouraged to provide healthy options. Children also learn to wash their hands before they eat and to cover their mouths when they cough or sneeze. They learn about keeping safe through explanations given as they play. Children are encouraged to make decisions in their play and learning and as a result are fully involved and motivated in their play. They are developing exceptional independence skills and so are learning excellent skills for the future as they learn to communicate effectively, be independent and form meaningful relationships.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met