

# Lantern Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	107085
<b>Inspection date</b>	09/12/2010
<b>Inspector</b>	Beverley Blackburn

<b>Setting address</b>	Redland Parish Church Hall, Redland Green Road, Bristol, BS6 7HE
<b>Telephone number</b>	01179464699
<b>Email</b>	valerie@redland.org.uk
<b>Type of setting</b>	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*.

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## Description of the setting

The Lantern Playschool was established in 1989 by the Redland Parish Church. It provides a resource to all children in the local community, while operating within a Christian ethos. Sessions operate Mondays, Tuesdays, Wednesday, Thursdays and Fridays from 9.15am to 12.15pm during term time. The group is based in a room within the parish hall but has use of other areas of the building. Children also have access to an enclosed outside area to the rear of the hall.

A team of five staff work with the children, three of whom have appropriate early years qualifications and two working towards NVQ level two. There is additional support available each session from parents on a rota and regular volunteers. The setting has experience of working with children who have additional needs and English as an additional language. The playgroup is managed by a voluntary committee which includes church and parent representatives. The playgroup is registered on the Early Years Register to provide care for maximum of 25 children in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and welcoming learning environment, where they are happy and relaxed and their individual needs are well met. The staff are warm and friendly and have a positive and enthusiastic approach to their work; they demonstrate a good understanding of the Early Years Foundation Stage. However, the individual observations records are not always used to identify any gaps and to plan the next steps in children's learning. Children's healthy lifestyles are supported well; however, fresh drinking water is not always available. Overall, children's welfare needs are supported well. Strong links with the parents help to involve them in their children's care and education. An effective self-evaluation system helps the setting identify their strengths and make steps for improvements. They have addressed the recommendation from the last inspection, which have impact positively on the experiences of the children. The nursery has good capacity to further enhance the care and learning offered to the children.

## What steps need to be taken to improve provision further?

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

- make sure fresh drinking water is available to the children at all times
- strengthen the links between planning, evaluation, observations and children's progress to ensure all children are consistently moved on to the next steps in their learning and development

## **The effectiveness of leadership and management of the early years provision**

The pre-school environment is safe and secure due to an effective risk assessment process. The staff ensure all areas of the premises accessible to the children are checked daily. This enables the children to make good use of the space and move around safely during play. The staff take a professional approach to their role in safeguarding children and ensuring their safety. Staff have a good knowledge of the signs and symptoms of child abuse and the procedure to follow if they are concerned about a child being abused. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The manager makes sure the required checks for adults working directly with children are carried out, and that children are always appropriately supervised, as a result the arrangements for safeguarding children are robust.

The pre-school has good commitment to ensuring all information, which underpins effective management, are shared with the parents. Policies and procedures were recently updated and will be available for all parents. The staff ensure children's progress is well monitored to ensure they all move forward from their starting points. They routinely support every child to make certain their individual needs are met and that no child is disadvantaged. The staff effectively support children with English as an additional language, for example at circle time, children learn to greet or say hello to each other in different language, such as French, German and Arabic; staff frequently use sign language to aid communication. Activities are planned to ensure all children are included and that they receive interesting, enjoyable and challenging experience across all six areas of learning and development.

The pre-school promotes equality and diversity well. An interesting range of toys and play resources such as posters, books and dressing-up clothes help children learn the value of diversity to understand and embrace differences of cultures and religions and to get a better understanding of the wider world. All children are encouraged to enjoy the full range of play opportunities offered, such as both boys and girls enjoying a game of football. Staff are aware of children with special educational needs and/or disabilities, and where needed children receive good support from the staff. The nursery has started to work with other settings that the children attend, such as the local nursery. They have started to build a good relationship with the local school; this will enable an effective sharing of information in order to promote the continuity of the children's learning and development.

Children benefit from the well managed resources both indoors and outdoors which are used effectively to achieve the planned goals in the children's learning and development. The staff are deployed well and ratios are maintained to ensure children are supported and their individual needs met. The pre-school self-evaluation procedure is effective in raising the standards. The group has successfully addressed the recommendations made at the last inspection and have identified aspects for improvement, such as making improvements in their planning, observation and assessment, to introduce more information and

communication technology (ICT) equipment such as a computer and to develop stronger links with the local school, nurseries, childminders and other settings that provide the Early Years Foundation Stage.

The staff have a good relationship with the parents, they work very well together, enabling an effective two-way communication, where information is shared effectively. Daily discussions, newsletters and learning journeys ensure parents are closely involved in their child's pre-school experiences. The information on the children is comprehensive, significantly enhancing continuity in both care and learning. From discussion with the parents, they are very happy with the care and education their children are receiving. The manager's focus is on helping children make good progress in their learning and development, enabling the staff to develop professionally by attending training courses externally as well as internally, as a result providing a good knowledgeable staff team who are motivated to provide an effective care and learning environment.

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

Children are provided with good quality care, in a happy, relaxed and calm atmosphere. Their learning is well supported through the provision of wide range of toys and resources, and well planned, interesting environment. Staff work well as a team to plan a range of stimulating activities and experiences which links to all the learning areas well. For example children learnt expressive story telling as they listen attentively to staff reading to them, using expressive tone of voice and sign language. Staff interact well with the children, giving enthusiastic praise and using prompting questions effectively. Consequently, children are motivated to learn and persist at their chosen tasks. There is a good balance of adult-led and child-initiated activities.

Children enjoy a variety of activities such as cooking, using the scales to weigh out the ingredients and the enjoyment of mixing all the ingredients together, consequently children are helped in developing their understanding of problem solving, reasoning, numeracy, sharing and taking turns. Good hygiene practice is also promoted, children are encouraged to wash their hands before preparing foods. Children have good opportunities to develop physical skills through a range of outdoor activities. Children enjoy playing in the garden, where they can explore and have fun in the wooded area; to experience how the very cold icy weather froze their bowl of bubbly water. They enjoy running and playing and playing football or hunting for mini-beasts. Children enjoy the experience of using marking materials, art and craft or using their imagination and creative skills during their imaginative play. They count well, both with help and independently, at circle time children are encouraged to count numbers of children present. Letters are linked to sounds when talking about the letters in their name. The staff use their knowledge of the Early Foundation Stage well to plan activities, make observations on children's progress and record in their learning journeys. However, children's records are not always use to identify any gaps in their individual learning needs and to plan the next steps in their learning and development.

Children's independence is well supported; they are able to confidently choose their activities; successfully building their confidence and self-esteem. Resources are arranged so that they are easily accessible to them. A very positive approach to managing behaviour is in place. Age-appropriate methods are used such as distraction, golden rule and clear boundaries. Praise and enthusiastic encouragement are used consistently to give positive feedback to all the children.

Children's healthy lifestyles are supported well. Children benefit from regular activities outdoor in their enclosed play area using a variety of stimulating equipment. They have good opportunity to develop and practise their coordination skills such as throwing or kicking balls. Children enjoy healthy snacks such as fruits and vegetables. Children have a choice of drinks during snack time, however, children do not always have access to fresh drinking water at all times. Any dietary special needs are known and well supported due to clear information being gathered from the parents regarding allergies or other requirements. Children are helped to manage their personal hygiene by washing their hands regularly, this helps to reduce the risk of cross-infection. Children learn to keep themselves safe through the frequent practicing of the evacuation procedures. Staff are aware of their responsibility in promoting a safe environment and helping children understand how to keep themselves safe.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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