

Lindale Pre-School Nursery

Inspection report for early years provision

Unique reference number	317552
Inspection date	13/01/2011
Inspector	Andrea Paulson
Setting address	School House, School Hill, Lindale, Grange-over-Sands, Cumbria, LA11 6LE
Telephone number	01539 533480
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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*.

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Description of the setting

Lindale Pre-School Nursery opened in 2001 and is run by a management committee. The setting operates from two play rooms in a building located on the site of Lindale Primary School near Grange-Over-Sands, Cumbria. The toilet facilities are on the first floor and are accessed by stairs. An outdoor play area is shared with the school.

A maximum of 12 children aged from two to five years may attend at any one time. The setting is registered on the Early Years Register. It is in receipt of early education funding and serves children from the local area. There are 12 children currently on roll all of whom are in the early years age group. The setting is open each week day during term time from 8.45am to 11.45pm with an optional lunch club which runs until 12.45pm.

Two members of staff work regularly with the children. One member of staff is qualified at level 3 and one is qualified at level 2. The setting is supported by the school's advisory teacher and by the local Sure Start organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child actively participates in this inclusive and stimulating setting where they make good progress in their learning and development. Effective staff interaction ensures that individual needs are met while children's health and safety are promoted well through consistent practices. Planning and provision for children's learning is mostly detailed and well-presented. Partnerships with parents, carers and the host school are well established. These partnerships contribute significantly to children's continuity of learning and their smooth transition to school. Documentation is thorough and clear evaluation identifies further areas for development, demonstrating good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- consistently use observations and assessments of each child's achievements, interests and learning styles to identify learning priorities and plan relevant and motivating experiences for each child
- develop further outdoor opportunities that offer physical challenges.

The effectiveness of leadership and management of the early years provision

Strong leadership, an active committee and experienced staff ensure that children are well safeguarded. All staff have been vetted to determine their suitability to

work with children. Risk assessments identify and resolve hazards to keep children and adults safe. Knowledgeable staff work hard to implement the comprehensive and inclusive policies and procedures. The leader and staff demonstrate high levels of commitment to further enhance children's well-being and learning opportunities. For example, significant developments since the last inspection have enhanced the indoor environment. However, challenging experiences are not as well presented in the outdoor play environment. Well developed planning and assessments and information obtained from parents identify children's starting points when they first attend the setting. Self-evaluation is comprehensive, reflects the views of staff, parents and children and is used to drive improvement.

Skilled and conscientious staff create a well-organised indoor environment with easily accessible resources. Stimulating activities maintain children's interest so that they are all fully engrossed and actively participate. Staff are well deployed and supervise areas effectively as children move around throughout the session. The key person system ensures that each child's unique qualities and differences are valued. Staff provide sensitive, and flexible care to meet each child's individual needs. The high staff ratio means that children benefit from much individual attention. The staff team is well-established, has considerable experience and staff work together effectively as they support individual play and learning.

Imaginative deployment of resources helps create the friendly and welcoming environment where the familiar routines enable children to settle well. The strength of the setting's partnerships with parents, carers and the host school contributes significantly to children's well-being and learning. Children's welfare and continuity of learning are promoted well. Staff engage parents and carers in regular discussion and share information about individual progress. Parental feedback includes positive comments about the interesting activities, the wonderful staff and how much the children enjoy their time at the setting.

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

Learning and development are promoted well and all children make good progress. Comprehensive observations and assessments are used to plan challenging experiences overall. Staff have a good awareness of children's individual overall progress. However, information about their next steps in learning is not consistently used to inform planning. Effective monitoring ensures an balance of activities across the areas of learning so that children enjoy and achieve well. Activities are often based on children's interests, such as farm animals, which encourage them to participate with enthusiasm. Their awareness of the wider world is promoted well through practical activities and resources which reflect cultural diversity and disability.

Children's learning is reinforced through imaginative themed links, such as the colour red. They explore the feel of red jelly, make shapes with red modelling clay and thread around fire engine shapes. Children become aware of their own community through the 'People who help' topic. Role play includes putting out pretend fires and children visit the local fire station. They practise numeracy and

literacy skills through effective interaction with staff as they count the number of children present and add on the number of adults. They recognise and name shapes and measure the length of straws to make the ladder for the fire engines. Effective labelling, often with pictures and symbols, promotes children's choices and independence. This also helps children to become familiar with letters and simple words. Children compare, match and sort resources as they tidy up.

Children learn about healthy lifestyles through physical play and benefit from regular daylight and fresh air. They learn how to keep themselves well when putting on coats to keep warm and help themselves to water when thirsty. Children enjoy nutritious fruits at snack time and learn that healthy foods help them grow strong. They develop a good understanding of health and hygiene through familiar routines. Children feel safe in the secure environment and learn about personal safety as they take care not to bump into anybody when riding wheeled toys. Regular use of computers increases children's mouse control and navigation of programmes. In this way, they develop skills for the future. Children are very well behaved, work together as they share resources and learn consideration for others as they care for the pet rabbit. Children feel valued and are treated with warmth and friendliness so that they grow in confidence and self-esteem in this enjoyable setting.

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	2
The extent to which children develop skills for the future	2

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