

# Lucy Locket Kindergarten @ Mount Carmel

Inspection report for early years provision

---

<b>Unique reference number</b>	205330
<b>Inspection date</b>	23/02/2011
<b>Inspector</b>	Sally Wride
<b>Setting address</b>	Beoley Road West, Redditch, Worcs, B98 8LT
<b>Telephone number</b>	01527 61777
<b>Email</b>	lucy@lucylockets.fsnet.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Lucy Locket Kindergarten at Mount Carmel opened in 1992 and is privately owned and managed. It operates from buildings adjacent to Our Lady of Mount Carmel Catholic Church, close to Redditch town centre. Children over the age of eighteen months share access to a secure enclosed outdoor play area. Babies have their own separate enclosed outdoor play area. Children throughout the setting share access to an onsite Forest School area which they use each day.

A maximum of 42 children may attend the setting at any one time. There are currently 65 children attending who are within the early years age range. Of these, 31 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language. Care is provided on the ground floor and the building is easily accessible. The Kindergarten opens five days a week from 8am until 6pm for 50 weeks of the year. Children are able to attend for a variety of sessions.

The setting employs 12 members of child care staff and a cook. Of these, 11 hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3. There are four members of staff currently working towards a recognised early years, higher-level or degree qualification. The owner and manager of the setting holds Early Years Professional Status and a Level 6 Certificate in Education. The setting receives support from the local authority and is currently working towards the quality assurance scheme 'Promoting Health in Early Years Settings'.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are warmly welcomed, relish their time in their inclusive care and learning environment and develop a strong sense of security with familiar and trusted staff. The excellent knowledge of each child's individual needs ensure that children's welfare is promoted with great success and they make significant progress in their learning and development. The nursery is extremely well-led and managed and all staff work together as a strong and committed team. Excellent arrangements for partnership working with children's parents and other professionals contribute significantly to the high standards achieved. Leaders, managers and staff demonstrate outstanding capacity to maintain continuous improvement. They are highly motivated and committed to improving outcomes for children and have robust strategies in place to do so.

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

To further improve the high quality early years provision the registered person should consider:

- developing further children's positive attitudes to diversity and difference by ensuring every day resources reflect the diversity of children and adults within and beyond the setting.

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

Arrangements for safeguarding children are excellent. All staff have a comprehensive awareness of safeguarding issues that is extremely well supported through access to ongoing training. They have a robust knowledge and understanding of the known indicators of child abuse and of the action to be taken in the event of a concern about a child in their care. Written safeguarding policies reflect Local Safeguarding Children Board (LSCB) procedures and are openly shared with parents and carers. Robust systems for the recruitment and vetting of staff ensure that children are cared for by safe, suitable and knowledgeable adults. A detailed induction programme for new staff and regular staff appraisals ensure that staff training needs are promptly identified and that all staff have a full understanding of their roles and responsibilities. All of the required documentation, policies and procedures for the safe and efficient management of the setting are extremely well kept and implemented consistently by staff. Detailed risk assessments and ongoing daily checks of the care environment ensure that children are cared for in safe and secure premises. Excellent security arrangements are in place for the safe arrival and collection of children, with parents and carers warmly greeted by staff to ensure there is clear understanding of who is on the premises at any one time.

Managers and staff implement the Early Years Foundation Stage with great success and are fully committed to supporting every child in line with their unique welfare, learning and development needs. This ensures that every child receives individualised care and activities that are tailored to their individual likes and learning needs. Play resources are very well laid out in low level storage units and in boxes so all children, including babies, can independently select what they wish to play with. The leader of the setting is also the manager of the provision. She works directly with the children and is a high quality role model for her staff team. The leadership and management is exceptional and all staff consistently share values and strive to provide children with an outstanding early years experience. The provision is routinely evaluated through ongoing reflection which ensures that all strengths and areas for further development are known. The views of parents, other professionals and children are actively gathered and fed into the evaluation process, resulting in a service that is highly responsive to the needs of its users. Clear plans are in place for the future to further extend the already excellent provision. The whole staff team demonstrate strong capacity to continually improve the provision for the benefit of children. For example, recommendations raised at the last inspection have been actioned and have positively improved outcomes for children.

Partnerships with children's parents are strong and contribute significantly to children's well-being and development. Staff actively seek their views and involve them in the life of the setting. Their attention is drawn to the settings policies and procedures through a displayed 'policy of the week' to ensure they gain full understanding of how the care of their children is organised. In other respects, parents also receive detailed information about the nursery and are kept very well informed of current events through regular newsletters and well presented displays. They receive a vast range of information about the early years curriculum and their children's individual learning plans and assessment records. Written daily diaries ensure parents of babies are extremely well informed about their child's day and all parents benefit from verbal exchanges of information with staff at the start and end of each session. Feedback from parents at the inspection demonstrates their strong satisfaction with the staff and the care and education provided for their children. Wider partnerships with professionals from external agencies contribute significantly to improving children's care and progress in the Early Years Foundation Stage. Excellent procedures are in place to identify and support children with learning difficulties and disabilities and children who speak English as an additional language. This ensures that every child receives support consistent with their unique needs. Partnerships with other local providers delivering the Early Years Foundation Stage are fully effective and support children's smooth transition from the setting to school.

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

Children flourish and make significant progress towards the early learning goals through a range of high quality learning activities and experiences offered by the nursery. A continuous cycle of observation, assessment and planning enables staff to provide stimulating and exciting activities that are tailored to meet individual children's unique needs. Managers and staff have expert knowledge of how young children learn and progress and plan learning activities which are based on a thorough knowledge of what children already know and can do. Activities are designed to give children the skills they will need for their future learning and staff deliver these in a playful way which sparks children's interests and imaginations in addition to helping them to move forward with their learning. Staff are skilled at supporting children to enable them to make decisions and take responsibility for themselves whilst also developing a sense of personal existence within the group. As a result, children have and express enthusiasm for learning and relish taking part in the wide range of fun and interesting activities on offer. They form strong social relationships with their peers and staff and develop their independence as they confidently make decisions about how they would like to spend their time. They are encouraged to carry out tasks for themselves, for example, babies are supported to feed themselves whilst older children help to prepare for mealtimes.

Children arrive enthusiastically and show high levels of confidence and self-esteem. Excellent settling in procedures ease babies and children's transition from home to the setting. Procedures include full partnership working with parents to gain detailed information in relation to babies and children's starting points and individual daily routines. Children communicate very well, with older children

engaging in two-way conversations and younger children and babies developing their language skills, supported by responsive staff. Writing resources are freely available which babies and children use to make marks and write for their own purpose. Children are encouraged to recognise that print carries meaning through widely displayed text around the setting, including their own names which many children recognise. Children throughout the setting have a real love of books. Toddlers explore books in the newly created wigwam tent, whilst older children confidently select books and tell themselves and their friends' stories. Staff are skilled in extending older children's knowledge that information in relation to current interests, such as, birds, can be gained through information books and the internet. They work together, and with parents, to gather information to further develop children's knowledge and love of their interest.

Children's creativity is developing extremely well through arts and crafts and imaginative role play. They are busy and occupied in their play and behave very well. They receive warm praise and encouragement for their efforts and achievements which positively fosters their self-esteem. Whilst they develop an appreciation of the wider world as they explore cultural and religious events throughout the year, they have less opportunity to explore toys and resources which reflect positive images of diversity in every day play situations. Older children count well, are beginning to recognise numbers and show great interest in communication, information and technology equipment. This supports their developing skills for the future extremely well. Babies and children engage in sensory activities, exploring differing textures and materials through their senses. Babies have great fun exploring the feel of rice crispies, stamping on these to explore the crunching sounds they can make.

Children are cared for in a safe, warm and clean environment where they learn the importance of good hygiene and personal care. All children receive freshly-prepared healthy and nutritious meals and snacks that meet with their individual dietary needs and preferences. Fresh drinking water is readily available and ensures that children are well hydrated during their time at nursery. Children learn to keep themselves safe as staff talk to them about safety and safe practices during every day routines. They take part in regular fire evacuation practices which develops their understanding of the actions to take in the event of an emergency situation. The role play safe road crossing practice, learning about the green cross code. Outdoors, babies and children use a range of equipment to develop and extend their physical control. For example, older children pedal ride on toys whilst babies and younger children use activity boards, imaginatively developed by staff. Children relish regular onsite Forest School sessions where they gain appreciation and understanding of the world in which they live. They explore their natural surroundings, taking risks in a controlled environment and take part in self-initiated and adult-led activities. They explore volume and capacity as they move water from one area to another, benefit from regular fresh air and experience all weathers throughout the seasons. They develop a strong knowledge of sustainability as they grow and tend to vegetables which they then enjoy tasting once grown and learn about the care of birds as they make and provide bird cakes. Overall, children are making outstanding progress in their learning and development, in a care environment that successfully promotes all outcomes for children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----