

# Little Lingfields

Inspection report for early years provision

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**Unique reference number**

EY346141

**Inspection date**

18/04/2011

**Inspector**

Pauline Pinnegar

**Setting address**

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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*.

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.

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## **Description of the setting**

Little Lingfields Nursery has been registered since 2007 and is run by a private provider. It is located within the grounds of Lingfield Point business park in Darlington, County Durham and serves the local and surrounding areas. It operates from a purpose built building with five activity rooms. It also has a separate kitchen/laundry, office and toilet facilities. Children access an enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am until 6pm all year round excluding bank holidays. It is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register for a maximum of 59 children at any one time, of whom no more than 21 may be under two years. There are currently 83 children on roll. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 22 staff and most hold an early years qualification. The provision is registered to accept government funding for three- and four-year-olds. It receives support from Darlington Local Authority.

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

Overall the quality of the provision is good.

Children are at the heart of all that happens in the nursery. Provision is inclusive and both children and their families are warmly welcomed by staff who demonstrate enthusiasm and professionalism to ensure each child is valued and special. Staff plan a varied and stimulating range of experiences and activities that cover all areas of learning and as a result, children make good progress towards the Early Learning Goals. Systems for observations and assessments are developing. Documentation is effectively maintained and partnerships with parents and others are good overall. The nursery demonstrates a strong capacity for improvement and successfully uses self-evaluation to monitor practice and improve outcomes for children.

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

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

- develop the use of summative assessments for children aged under three years to track their progress over time
- develop further the systems for parents to contribute to children's learning and develop records to assist planning for individual children
- reorganise the procedures in place for nappy changing and the accessibility of fresh drinking water for all children.

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

The safeguarding of children has a high priority and good staff supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The nursery has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Comprehensive risk assessment procedures are implemented to identify and minimise any potential risks to children. Robust arrangements are in place for vetting and recruitment and all safeguarding regulations are fully met.

All children, parents and visitors to the nursery receive a very warm welcome. They work very well together as a team and benefit from the management team and the registered provider's enthusiasm and commitment to provide good quality provision. Staff have opportunities to attend regular training and as a result, children are cared for by adults with an up-to-date knowledge and understanding of the Early Years Foundation Stage. Regular meetings help staff to plan the education programme and individual learning plans for each child and to share good practice. A positive equality and diversity policy outlines a commitment to promoting inclusive practice. All staff demonstrate a commitment to working with external agencies to support the inclusion of children with additional needs and specific needs. Detailed systems for self-evaluation assist staff in identifying improvements they can make. All of the recommendations and actions raised at the previous inspection have been addressed effectively which supports good outcomes for children. Good awareness of the needs of the children and a shared vision for development of the setting enables continuous improvement in the quality of the provision. The nursery provides a good range of age-appropriate quality resources, which children can access independently to help them to begin to make choices about their learning and play. Colourful displays of their work along with photographs help children to develop a sense of belonging and promote self-esteem. However, at times the organisation of staff routines relating to nappy changing and the accessibility of fresh drinking water for children is not fully effective.

The effective key worker system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents receive a broad range of information about their children's care and learning through access to policies and procedures, notice boards and newsletters. Staff and parents share information about events and experiences in the children's lives verbally and through written diary sheets on a daily basis. Parents have access to their child's individual developmental records and they are suitably encouraged to contribute and share information when they wish. However, these systems are not fully embedded to assist staff in their planning for individual children. The nursery demonstrates a positive attitude towards working with local schools and nurseries to help to promote smooth transitions for children. Effective

systems to share information about children's individual progress with other providers of the Early Years Foundation Stage are fully established. This supports continuity of care and learning for children who attend more than one setting.

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

Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Children enjoy a good balance of adult led and child initiated activities. They receive a varied range of experiences across the areas of learning based around their individual interests. Consequently, children very much enjoy their time at the setting and have a positive attitude to learning. Ongoing observations are used meaningfully to identify children's achievements and next steps. This information is being used effectively to inform the individual planning of activities and learning experiences for children and recognises the uniqueness of each child. However, systems to complete summative assessments to track progress over time are not developed for children under three years. Children are showered with praise and encouragement and staff skilfully engage with them and increase their motivation and promote positive behaviour. As a result, children make good progress in their learning and development and children behave well.

Children engage in a range of stimulating activities and play experiences. Sand and water play is popular and children adore messy play, such as, painting and dough. Heuristic play is being developed throughout the nursery for younger children. They enjoy exploring treasure baskets with a range of natural materials and many sensory activities, such as, different textured paper, 'gloop', custard and porridge oats. Children are imaginative and engage happily in role play. They play with puppets, use small world toys and experiment with musical instruments. They use a good range of simple technology, such as, cameras, torches and computers. All these activities help children develop skills for the future. Mark making activities include chalks and using water and brushes, Children access a good selection of books and enjoy listening to their favourite stories. The nursery supports children's awareness of diversity by introducing resources that reflect positive images of race and gender along with planned activities, such as, celebrating Divali and the Chinese New Year. Pre-school children learn about different animals from around the world. Children learn about the local community as they enjoy visits to the local library and theatre.

The premises are very clean and hygienic and the nursery fully promotes healthy eating by providing all children with a well balanced range of tasty, nutritious food. Children are active and have good opportunities to engage in physical play. They thoroughly enjoy using the balancing and climbing equipment outdoors and the range of 'soft play' equipment indoors in the dedicated soft playroom. Babies have space to crawl around, exploring their environment freely. The well equipped outdoor area provides children with many opportunities to explore and investigate. They explore logs and pine cones and have fun in the 'digging area' and use magnifying glasses to investigate mini beasts. They grow and nurture sunflowers, plants and beans. They explore simple problem solving as they play with tubes and

pipes and use their imagination as they build dens. They learn about living creatures as they observe and care for the nursery hamster. All children are content and settled because their individual health, physical and dietary needs are met to a good standard. Planned activities, such as, visits from the police and the crossing patrol officer help children to learn about keeping themselves safe in a fun way. This is combined with practising road safety and fire drills to further support their understanding of keeping 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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## **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