

Ladygrove Nursery and Out of School Club

Inspection report for early years provision

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Inspection date	24/05/2011
Inspector	Parm Sansoyer
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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

Ladygrove Nursery and Out of School Club opened in 2003 and re-registered in July 2010. It operates from a purpose built demountable building within the grounds of Ladygrove Primary School, Dawley, Telford. Children have access to an enclosed outdoor play area.

A maximum of 25 children aged from two to eight years may attend, at any one time. There are currently 16 children on roll for nursery sessions, all of whom are in the early years age group. There are currently 50 children on roll for after school sessions, of whom seven are in the early years age group and 18 are aged from five to under eight years. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early years education places. Children attend from the local area.

The setting is open each weekday during term times from 8.45am to 11.45am for nursery sessions and from 3.15pm to 5.45pm for after school care. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. Four staff are employed for the nursery sessions. Of these, two hold a qualification at level 3 in early years and one holds a degree qualification in early years. Four staff are employed for the after school sessions. Of these, one holds a qualification at level 3 in early years and two hold a qualification at level 2 in playwork.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's comprehensive knowledge of the Early Years Foundation Stage guidance helps children make good progress across all areas of learning. The environment, activities and resources are mostly used effectively to help promote children's learning and enjoyment. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues. Partnerships with parents, carers, the host school and other agencies are strong, which make sure that the needs of all children are well met. An effective self-evaluation process ensures a rigorous monitoring system, to help continually 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:

- broaden the range of experiences on offer outdoors to further support and extend children's learning
- increase opportunities for children to question why things happen and

explore concepts such as weight, measurement and capacity.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff have an up to date and good understanding of safeguarding issues. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably vetted, qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well-motivated staff team supervise children well and give good priority to keeping children safe, through conducting effective written risk assessments of the environment.

An effective key worker system means adults know the children well and plan effectively for their development. Staff skilfully plan and provide rich and stimulating experiences with a balance of child-initiated and adult-led activities. The indoor environment especially offers planned, purposeful play and exploration, which plays a key role in supporting and extending children's learning and development. The outdoor space is an ongoing area for development. It is popular with the children but does not incorporate a broad enough range of opportunities for children to be creative learners. Systematic observations and assessments of what the children do and like are used effectively to inform planning and extend children's learning.

Effective partnerships between staff, parents and the children mean parents are kept well informed about the provision and about all aspects of their children's achievements and progress. Parents and carers are positive about the setting and are actively involved in supporting their children's learning. These strong links mean children settle quickly and their care and educational needs are met well. Partnerships with the host school are effectively established to help support transition. Children attending with special educational needs and/or disabilities are cared for very well. The use of additional staff and effective methods of sharing information with colleagues, parents and other professionals involved with the children ensure appropriate support is sought. Systems to support children who speak English as an additional language are effective and staff place a good emphasis on valuing linguistic diversity.

The dedicated staff team are enthusiastic about the children's learning and care, and work well together. The leader is also involved with the care of the children and works collaboratively with the team to test new ideas and question practice. Self-evaluation is accurate and realistic and involves the staff, parents and children. The management team and staff team have a clear overview of the service and draw on a full range of quality improvement tools to help secure improvement.

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

Children's personal, social and emotional development is supported very well. Children are happy and settled because relationships with staff are warm and positive. All children are involved, busy and occupied with the wide range of opportunities on offer to them. They are developing their confidence well as they busily move around their environment. For example, children are familiar with the routine for accessing their snacks and choose to have their fruit and drink whenever they wish during the session. Children are well behaved and learn about sharing and taking turns. Children attending after school sessions are welcomed into a relaxed environment where they have the autonomy to decide how to invest their curiosity. This routine complements the school day well. Children freely access all areas and benefit from a variety of play experiences according to their preference, age and ability.

Children especially make good progress in sound and letter work, due to the focus staff place on this during sessions. Staff plan and use interesting props and activities to enable children to enjoy rhyming activities and hear and say the initial sound in words. For example, children thoroughly enjoy small group word as they pretend to make 'silly soup' and learn to link sounds and letters during circle time. Children develop a keen interest in books because staff are skilled in encouraging children to enjoy stories and use them well to reinforce learning and their interests. They build good foundations for early literacy skills through having good opportunities to make marks, make sense of visual signs and symbols and recognise their own and others' names.

The children's knowledge and understanding of the world is supported well. Children engage in a variety of experiences in which they learn about their natural environment. They take fortnightly walks around the school forest, during which they identify features of the natural environment and collect items of interest. They have been growing fruits and vegetables and are learning how to care for them. Children enjoy playing with the sand but have fewer opportunities to use water play to question why things happen and explore concepts, such as floating and sinking, weight, capacity and measurement. Children begin to gain an understanding of diversity through themed activities, such as celebrating religious festivals and they access a varied range of resources, such as books, dolls and dressing up clothes. They learn about early calculation as they participate in singing number rhymes. Children have good opportunities to problem solve as they build with construction toys and complete puzzles. Computers are used well to reinforce mathematical concepts. They enjoy a wide range of experiences to express their creativity and freely access arts and crafts materials. Children increase their imagination as they use the role play area and small world toys.

Children learn how to stay safe and this is demonstrated well through their play. For example, they use the pretend traffic lights to consider road safety. They develop a good understanding of dangers and how to stay safe as they move around carefully both indoors and outdoors and respond well to gentle reminders

from the staff. The extent to which children adopt healthy lifestyles is good. Themed activities and projects on healthy eating help children and parents make healthy choices. For example, 'the cooking bus' visits every Friday, which provides parents with the opportunity to learn how to cook healthy meals. Staff follow effective hygiene practices to prevent the spread of infection. Children also have use of the school hall and 'tyre park', where they have good opportunities to test and extend their physical skills. They successfully develop skills that contribute to their future well-being through making good progress in all areas of learning.

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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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