

The Lodge

Inspection report for early years provision

Unique reference number	EY411674
Inspection date	08/12/2010
Inspector	Mandy Gannon

Setting address	Southcote Childrens Centre, 85 Coronation Square, READING, RG30 3QP
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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

The Lodge day nursery and crèche is part of Southcote Children's Centre. It opened in 2006 and operates from 3 rooms within the purpose built children's centre. The crèche is also registered by another provider. The nursery is situated in the large residential area of Southcote, Reading. The nursery is registered on the Early Years Register only. It opens each weekday from 08.00 to 18.00 hours for 49 weeks of the year. It is registered for a maximum of 34 children to attend the nursery and a maximum of 12 children may attend the crèche. There are currently 52 children on roll, of these 10 three year olds and 12 two year olds are in receipt of government funding. All children have access to a secure outside play area. The group supports children who speak English as an additional language, learning difficulties and disabilities. The nursery employs 14 staff, who work with the children, nine who have level three or above qualification in early years. The manager has completed her Foundation degree and is undertaking her Early Years Professional Status, and three staff are undertaking their level three training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and confident in a setting where they play an active role and the uniqueness of each child is valued. Staff are well qualified and an accurate understanding and knowledge of the Early Years Foundation Stage. They provide opportunities for children to make good progress through effective observations and assessments where children's interests are identified and the next steps planned. The strong leadership and management team is well organised and motivated. A commitment to ongoing reflection and development of the setting ensures the continual improvement of the setting and provides good outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop some staff's knowledge and understanding of effective hygiene practice to ensure they are implemented at all times
- further develop staff's understanding to enable children to discover things about numbers in the environment such as numbers, counting and calculating through practical situations .

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and protected as the setting has concise policies and procedures in place which are reviewed and updated on a regular basis to promote children's welfare and safety. All required documentation is in place and well maintained. Policies and procedures are shared with parents and carers and they are kept informed of changes to ensure and promote the safety of children. Reading Borough Council's effective recruitment and selection processes are followed and details of checked staff are maintained on site. The staff team has a thorough understanding of the signs and symptoms of abuse and neglect; they have attended recent training and have an accurate understanding of the procedures to follow. The current designated person is the Children's Centre manager who is on site and the newly appointed manager is enrolled to attend designated person training in the near future. Children's safety in the premises is promoted as secure entry systems are in place, a record of arrival and departure is maintained of staff, children and visitors. Effective induction processes are completed for new staff. Daily checks are completed and detailed risk assessments are completed for the premises and outings, fire evacuations are completed and a fire log is maintained ensuring any hazards are quickly identified and risks minimised.

Children benefit from a staff team who work closely together and with other professionals to ensure and improve outcomes for children. A cohesive approach is clearly visible where the provision working with other settings has identified areas of focus to develop learning. For example, boys learning in local schools have low scores in the Foundation Stage Profile, the nursery is working together with these settings to develop this area and narrow the gap and aid transition for all. The leadership and management have taken successful strides in improving the setting recently and have a strong commitment for further development with action plans in place. Reflection of their practice is in place and development through peer on peer observations and tracking will enable a clearer idea of further areas for improvement. Staff and parents are involved and contribute to the settings self evaluation in order to identify areas for further improvements through parental questionnaires, comment forms and discussions. Staff actively express their ideas for further development; they feel valued and work well together. Effective links with parents and carers and others ensure the individual needs of each child are met through a range of good quality communication. The drive, motivation and commitment of all involved to continue to improve the setting is successfully demonstrated.

Children are actively supported in an environment that supports and develops their independence through continuous provision, a broad range of equipment and resources are accessible suitable for their age and stage of development. Staff are deployed effectively, taking into consideration their experience and skills in order to best meet the needs of various age groups of children.

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

Children build strong relationships with the staff and their peers and this is demonstrated as they are kind to one another offering another child a toy, they gently comfort another child who is upset and offer to help a member of staff to clear the table for lunch. Children feel secure, at ease and happy in an environment where their needs are valued and respect for one another is established. For example, a baby snuggles up to a member of staff for comfort and older children cuddle up to staff as they actively listen to a story and share a book. Children play well together and negotiate taking turns to walk over the bridge they have built so they don't fall into the river where the crocodiles are swimming. Staff have an accurate understanding of each child's needs and successfully adapt and differentiate activities in order to meet those needs. For example, a child has been absent from nursery for several weeks and in order to help the child settle they bring in their own toys from home.

Children develop a healthy lifestyle as they receive a healthy , nutritious balanced menu which is provided by an outside catering company and meets dietary requirements. Children freely access fresh drinking water throughout the day and are reminded to drink frequently in order to remain hydrated. Children have regular opportunities to access the outside area leading directly off of their room and suitable for their needs. Effective hygiene practices are in place as children are aware to wash their hands before food and after toileting with staff following robust nappy changing procedures. Although, some staff do not effectively clean their hands after wiping children's noses and babies hands are not always cleaned prior to eating food.

Children's progress in communication language and literacy and information technology is strong within the setting. Children develop their understanding that print carries meaning as pictorial signs support children's understanding of the written word. Children of all ages enjoy mark making as babies use crayons, older children use pens on white boards and write shopping lists in the role play area. Some older children competently form letters and identify phonic sounds. Children are interested and enthusiastically access books and listen to stories. Children visit the local library and have opportunity to take books home to share. Children of all ages enjoy singing and action songs, babies actively vocalise and imitate adults who talk to them. Staff are skilled at talking to children, extending their vocabulary and asking them questions to make them think. Children enthusiastically engage with information technology as they excitedly help to program the robot and use the reading pens.

Older children count with confidence and using scissors skilfully cut paper into triangles and identify how many triangles make up the rectangle. Children explore and investigate and repeat actions such as pressing the till button and the drawer opens several times, as they begin to develop their understanding of cause and effect. Children complete suitable puzzles with confidence. Although, counting and the identification of shapes is not always sufficiently promoted in some areas. Children excitedly explore different materials and babies excitedly touch and taste

jelly, they skilfully use spoons to scoop up jelly and put into the saucepan as they feed others and staff. Children benefit as they have regular opportunities to explore the local community, they use the facilities of the on site children's centre, they visit local shops, parks and go for walks. They dig and plant in the garden and have grown their own vegetables and planted apple trees promoting sustainability.

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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