

The Lighthouse

Inspection report for early years provision

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Inspector

Christine Armstrong

Setting address

8 Warwick New Road, LEAMINGTON SPA, Warwickshire,
CV32 5JF

Telephone number

01926 427 048

Email

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 Lighthouse Day Nursery is a privately owned nursery which first registered in 2003. The nursery re-registered in 2007 because of a change in organisation status. It operates from two floors of a large Victorian town house in the centre of Leamington Spa. There is a fully enclosed garden for outside play. The nursery serves the local area. The nursery opens every weekday throughout the year, except for bank holidays. Sessions are from 8am until 6pm.

The nursery is registered on the Early Years Register. It is registered to care for a maximum of 49 children at any one time. There are currently 87 children from six months to five years on roll. Of these, 20 are in receipt of funding for early years education. Children attend for a variety of sessions.

The nursery employs 18 members of part and full time staff, of whom, 17 hold appropriate early years qualifications. The owner manager holds an Early Years Professional Status and four staff hold degrees, three of which are in the early years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their development, taking into account their starting points. They clearly thrive as the result of highly effective deployment of staff and high quality equipment and resources which support their learning and development. The setting develops exemplary partnerships with parents to ensure each child's uniqueness is identified and that their individual needs are met well. Children's safety and welfare is robustly and consistently promoted and protected through comprehensive policies and procedures. The setting is clearly committed to improving practice and outcomes for children and demonstrates a good capacity to maintain continuous improvements. Self-evaluation is undertaken and identifies strengths and areas for further improvements, ensuring welfare requirements are mostly fully met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 30/06/2011

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

- continue to develop systems to identify children's progress and next steps in learning to ensure all children are challenged to make as much progress as possible.

The effectiveness of leadership and management of the early years provision

Exemplary policies, strategies and procedures are in place to ensure the safeguarding and welfare of children. For example, a high quality compressive in and out-house training programme is ongoing. This is extremely effective in ensuring that all staff members have a comprehensive understanding of safeguarding issues and their roles and responsibilities if they are worried a child is being abused. Parents are fully informed of all safeguarding procedures through detailed written policies and procedures. Robust procedures are in place to ensure ongoing suitability of staff. Extensive and robust recruitment and vetting procedures are in place, including the successful induction of new staff. This significantly contributes to safeguarding children. Children are cared for in a very safe and secure environment. Comprehensive risk assessments are carried out for the in and outdoor areas and all activities and outings. All staff members are vigilant about children's safety. They provide high levels of supervision and place good emphasis on supporting children to understand safety issues.

The setting provides an inclusive service and warmly welcomes all children and their families. All staff members are warm, caring, and work well together as a team to foster positive relationships with the children. They are developing a good understanding of the importance of recognising and planning for children's individual preferences and interests. This helps to support children to make good progress in their development. Children who have special educational needs and/or disabilities are supported by staff and the manager who has much experience of supporting children and builds on previously very effectively working with outside agencies to support children's welfare and development. The setting has some established links with schools which helps to support children's transition into school. Links with other early years provisions that children attend are less well established. Good outcomes for children are clearly attributed to the outstanding effectiveness with which the setting deploys resources. For example, the highly effective deployment of staff ensures staff ratios are maintained during lunch times. The building is maintained to a high standard and furniture, equipment and resources are of good quality and promote inclusion. This ensures the environment is conducive to learning.

Outstanding partnerships are developed with parents in almost all respects. The highly positive relationship the setting develops with parents contributes to reflecting and valuing children's individual family cultures and backgrounds within the setting. This helps children to learn to value differences and diversity in themselves and others. For example, a parent from Iceland helped to explain to the children about the Icelandic Christians Goblins who had different personal attributes, which also helps to promote children's awareness about different feelings. Parents are also fully involved in key matters that affect the setting and

their child's care and learning. Their views are effectively sought and acted upon. For example, the introduction to pre-school session and individual review meeting for pre-school were instigated as a result of questionnaire feedback. A "Wow" box and display wall in the pre-school encourages strong levels of engagement with parents in relation to children's experiences and progress. Parents of pre-school children are asked to record and share children's achievements and special events on post-it notes. This is read out and celebrated in circle time, displayed on the wall and filed in the record of achievements folder.

The setting demonstrates a good capacity to maintain continuous improvements. The number of planned and completed improvements demonstrates clearly how committed the setting is to continually improving outcomes for children. For example, the garden is currently being developed as a Forest School site. Both pre-school and play school leaders have undertaken Forest School Leading training and are beginning to introduce some concepts and activities from Forest School. The sensory corner in the Baby room is being developed. Members of staff from the baby room have made visits to other settings with the Early Years Advisor, and have collated ideas of how to provide more sensory opportunities in this area. The setting has placed a high priority on undertaking self-evaluation. However, systems are not rigorous enough to identify that information has not been obtained for each child regarding who has legal contact with each child and who has parental responsibility for every child. This is a breach of a legal welfare requirement.

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

Children make good progress in their learning and development. Overall, all staff members make good use of observations and information provided by parents to assess children's progress and next steps in learning. This helps them to plan challenging learning and development experiences that are tailored to meet their individual needs. However, there are some inconsistencies in the regularity of observations in some of the older children's achievement folders. In other areas of the setting observations are not matched to the expectations of the early learning goals when children have achieved beyond their age-related achievements. This potentially does not ensure children's learning is maximised.

Children take part in a varied range of stimulating activities that help them to make good progress in developing their skills for the future. Children's communication, language and literacy skills are supported well. Throughout the setting children are effectively supported to develop an interest and enjoyment of books, stories and singing. Older children all sit together to listen to the story. They sit and listen well and enjoy taking an active part, for example, holding the large book with the staff member and predicting some of the story line. Some children are very interested in mark making and are able to write recognisable letters and words. Letters and sounds sessions actively support children's emerging and, in some instances, very good, interest and awareness of the sounds letters make. Children have good opportunities to develop interest and skills in information technology. Lots of interactive toys are available throughout the setting. Older children use a computer and software, however, at the time of the inspection the computer was not

available. Babies develop a good interest and enjoyment of mark making. Staff members note this and provide lots of opportunities with a variety of resource to promote this interest, which also supports children's physical skills and control over their body. Toddlers' interest in singing songs and action rhymes is captured very successfully by staff members who respond to and initiate children's singing and movement. This helps to support their emerging language, confidence and control over their body. Throughout the nursery, children's interest and understanding of number, shape, size and position is supported effectively through songs, discussions resources and play. In all rooms, staff members spend their time working directly with the children. They show good levels of interest in what children do and say and they engage them in communicating their thoughts and feeling through gestures, expressions and conversations.

Pictures of special events show how parents make significant contributions to enhancing children's experiences. Talented musical parents and siblings bring a variety of instruments to show and play to the children, including cello, violins, saxophones, recorders and guitars. Most years, with parent's assistance, children also enjoy visits from adults including pilots, policemen and vets. A very popular visitor with the children is a parent who brings a mini digger. These experiences stimulate children's understanding and interest in the wider world and their enjoyment of music and sound. Children have lots of opportunities to be creative and experiment using different media, including play dough and paint, sand and water. A favourite activity for the babies is playing with dried puffed rice which provides a wonderful stimuli to all their senses.

Children demonstrate that they feel safe and secure and develop good independence skills as they make choices and explore their environment independently. Children are effectively supported to share, take turns and consider others. Their behaviour is good and contributes to a harmonious environment in which children feel safe. Children develop hearty appetites, eating nutritious and healthy meals and snacks, cooked using fresh produce on the premises. Good arrangements are in place to ensure all individual dietary needs and preferences are met. Children benefit from spending time outdoors on a daily rota basis, for example, pre-school children spend an hour in the garden each afternoon. Children clearly enjoy their time outdoors. Pictures show how they play in the snow and have great fun digging in the prepared soil which was awaiting new grass to be laid. This interest has continued and has been supported by staff who place a spade and wheelbarrows in the presently unused vegetable patch. Pre-School and Play-School have begun to take part in Forest School activities. They have made potions using herbs, leaves and sticks. They have searched for minibeasts and leaves which they have learnt to identify. Children have good opportunities to learn about their own and others' safety. For example, they take part in discussion about using tools safely when taking part in Forest School activities and woodwork. They learn how to use the stairs in the setting in a safe manner and they take part in regular fire evacuations.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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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