

Linden Lodge School Early Years

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Linden Lodge School was registered in December 2010 and specialises in the education and care of pupils with visual impairment or multi - disabled visual impairment. The setting is registered to care for seven children aged under three years. There are currently 12 children on roll, who attend from 9.50am to 3.45pm on a Monday and each weekday from 8.50am until 3.45pm except for Friday, when the setting closes at 2.30pm

The school occupies a number of buildings on a pleasant and secluded site in the London borough of Wandsworth. There is direct access to a playground for outdoor play. Admission to the school is gained through referrals from different Local Authorities.

The school is staffed by professionals with particular expertise and specialist training in teaching and caring for children with visual impairments. These include qualified teachers for pupils with visual impairments, supported by Classroom and Learning Support Assistants and Residential Social Workers.

The school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly skilled and motivated staff team recognise the uniqueness of each child. They provide a welcoming, secure and vibrant environment for children. The quality of the resources and equipment is excellent and successfully builds on children's natural curiosity as learners. As a result children develop a high degree of self confidence and positive self esteem. Rigorous self-evaluation by the management and staff team ensures that any priorities for future development are promptly identified and acted upon. This results in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- improve nappy changing procedures to promote good hygiene

The effectiveness of leadership and management of the early years provision

The nursery is extremely well led and managed in all areas. Children's well - being is significantly enhanced by exceptional organisation, risk assessments and planning for continuous improvement. The staff team are dedicated, highly motivated, friendly and work well together. Robust systems are in place for the recruitment and vetting of staff. Comprehensive policies and procedures are in place and effectively implemented as are detailed and well maintained documentation. Risk assessments are conducted and ensure that staff take action to eliminate and manage identified risks within the nursery area.

Staff have a good understanding of how to protect children, and recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child. There is a clear safeguarding statement and a named person responsible for ensuring that safeguarding concerns are dealt with promptly, appropriately and sensitively. Members of the staff team update their knowledge and skills through regular training.

Partnerships with parents are superb. Parent's views and opinions are taken into consideration. Parents are fully involved in their children's learning. Staff communicate with parents via home school diaries where staff communicate the events of the day, electronic mail, regular newsletters and parent evenings are also arranged where parents are provided with verbal and written reports which detail children's achievements. Staff also record children's achievements on DVD's for parents to view.

Inclusive practice is promoted ensuring that all children have their welfare needs met and achieve well. Children's progress is monitored through individual educational plans and specifically designed assessment programmes. This is a real strength. Effective links with parents and agencies or services such as speech and language, occupational, physiotherapy, music, message and play therapy ensure children receive the support needed. Counselling for both children and parents is also available. These excellent partnerships ensure that each child receives high levels of support. The staff team effectively and actively promotes equality and diversity and have an exceptional knowledge of each child's individual needs. Children are well integrated and all children are provided with opportunities to enhance their development.

The staff team have exceptionally high aspirations for the setting and continual improvement is viewed as a priority. Systems are in place to monitor and evaluate the provision such as regular staff meetings and the views, ideas and suggestions are also sought from parents.

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

Children thrive due to the excellent care and learning opportunities provided by the staff team. Staff provide an extensive selection of high quality resources to support children's learning through play. The comprehensive system of observation, assessment and planning enables each individual child to engage in a well planned curriculum based on their own development needs. Children's progress and achievements are monitored through regular observations where the information is recorded to mark their ongoing progress. Identified areas of development are promptly captured as planning is completed on a weekly basis and children's next steps in learning planned for.

Staff teach the children the importance of good hygiene. Children wash their hands before eating their meals. When changing children's nappies staff talk to the children explaining that the wipes may feel cold. Although staff wear disposable gloves aprons are not worn. Children's physical development is encouraged as children learn to move around the environment. Children gain confidence in walking and moving on a range of different surfaces including slopes and steps. Within the setting children also have access to an indoor a heated swimming pool and hydrotherapy pool. There are also soft play areas and visual enhancement rooms which have sensory equipment such as bubble tubes. These areas are used to stimulate all children's senses, including children's residual vision. Children also benefit from an all weather play area and a sensory garden.

Active listening sessions are a regular feature. These sessions encourage children to develop good listening skills. Each active listening session starts with the same song each time. Staff sit amongst the children. Instruments such as drums, hand bells and rain sticks are played by the staff to enable the children to experience different sounds. Staff change the rhythm, patterns, intensity and speed of each instrument. Sequences are repeated and at different intervals there is silence. At the end of the sessions children are encouraged to handle and play the instruments themselves.

Meals are prepared on the premises and these are nutritionally well balanced. Due to the complex needs of some of the children attending staff are on hand to feed and provide assistance to the children. Some children are fed through their tummies. Taster foods of pureed food are also offered so children can smell and taste different foods.

Children behave well and their achievements are celebrated during assemblies where they receive smelly stickers or sensory bands. Opportunities are provided to enable children to learn skills for the future. Children are encouraged to be independent. At meals times children feed themselves using angled utensils. Computers are touch sensitive and children follow the vocal instructions. Off site activities such as horse riding and visits to the theatre are also organised.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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