

# Lindal Pre-School and Toddlers

Inspection report for early years provision

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<b>Unique reference number</b>	317551
<b>Inspection date</b>	06/12/2011
<b>Inspector</b>	Katherine May
<b>Setting address</b>	Buccleuch Hall, Lindal, Ulverston, Cumbria, LA12 0LX
<b>Telephone number</b>	07842183701
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Lindal Pre School and Toddlers opened in 1968 and is managed by a voluntary committee. It is situated in Buccleuch Hall in the centre of Lindal-in-Furness, Cumbria. The provision consists of a large hall, toilet facilities, kitchen and secure outdoor play area. The playgroup serves children from the local area and is close to the local primary school and parish church.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two to four years may attend the pre-school at any one time. There are currently 13 children on roll aged from two to four years. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language.

The pre-school is open on Monday, Tuesday, Wednesday and Thursday mornings from 9.15am to 1.15pm. Children attend for a variety of sessions. The pre-school also operates at Lindal and Marton Primary School on Monday and Friday afternoons from 1pm to 3.30pm. This is separately registered.

There are four members of staff and also an administrator, employed at the setting. The setting supervisor is a qualified early years teacher, one member of staff holds an early years qualification to level 4, one member of staff holds an appropriate qualification to level 3 and a fourth staff member is qualified to level 2.

The setting is a member of the Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promote individual children's welfare and learning. Children are safe and secure and eager to join in with learning about their local area and the world around them. Strong and effective partnerships with parents, the local school and other agencies contribute significantly in making sure that the needs of all children are met, along with additional support needs. Consequently, children progress well, given their ages, abilities and starting points. The staff and management committee are fully committed to continuous improvement as demonstrated by the formal self-evaluation process and development plans.

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

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

- improve consistency of entries in learning journey files, so that all short and longer term observations, assessments are fully dated and enhance planning

of next steps in learning.

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

Children are well safeguarded and secure at the pre-school because staff have put in place policies and procedures that ensure their safety and well-being. Records for the pre-school are thoroughly kept and strong positive relationships with parents ensure that daily information sharing is highly effective. Comprehensive procedures for staff recruitment and appropriate action should concerns arise about individual children and/or staff, further ensure children's safety. A well-informed and active management committee provides continual communication with and strong support to staff in all aspects of the pre-school. Regular risk assessments ensure that the building and activities are safe. Regular evacuation drills ensure that children and staff know what to do in an emergency situation. Equipment and toys are checked to ensure that they are safe and clean when in use.

The pre-school team manages resources very effectively to provide an environment that is interesting, stimulating and varied. Children choose freely from a broad range of toys, equipment and activities both inside and outside. This is because the drawers and activity areas carry clear labels of words and pictures that supports their decision making. Posters show photographs of children using nearby equipment and this further enables children to choose an activity in the construction or mark making area.

The pre-school team reflects critically and staff are motivated to keep up to date with relevant training that maintains their skills. For example, staff have increased confidence in paediatric first aid following a recent refresher training course. Regular management and staff meetings ensure that a development plan is in place and progress is effectively tracked over time.

Strong relationships with parents are key strengths that enable effective sharing of information about children and their development. Where children have specific additional needs, the pre-school works well with external partners to provide extra support and ensure good outcomes for individuals. Transition to the local primary school is particularly well supported through regular visits and sharing of progress reports with future reception class teachers.

The pre-school provides very good opportunities for children to celebrate their own cultures, as well as introducing diversity in meaningful ways. For example, the pre-school uses the talents of parents and local residents to introduce children to other European languages, such as Italian and Czech. All children receive positive encouragement by committed staff who provide appropriate levels of challenge, attention and support for learning that individual children require.

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

Children settle quickly and well at the pre-school because staff get to know them and their parents and continually strive to meet their needs. Children have fun in their play, as they freely move around to choose their equipment and activities. Children make good progress towards the early learning goals because staff assess individual children thoroughly and plan effectively those activities that promote their next steps of learning and development. A comprehensive record of individual children's learning and development is kept in a learning journey file. However, records are inconsistently dated and compromise the planning of activities that support children's next steps in learning. Files are shared regularly with parents who in turn contribute to the celebration of achievements and comment on what children particularly enjoy at pre-school.

Staff support children sensitively and provide challenges to develop their curiosity and understanding. For example, on a visit to a candle making factory, children are encouraged to look around and notice numbers, letters and shapes. They dip candles and are asked 'what might happen when red and blue wax is mixed together.' Staff play alongside children to develop critical thinking by asking such questions as 'how many will remain if we take one green tractor away from the four tractors?' As a result, children's progress in communication, numeracy and development in information and communication technology is good and they are effectively developing the skills they need, in order to secure future learning. Overall children thoroughly enjoy their play and learning at pre-school. They are delighted by their successes in activities, such as building a tall tower of eight large blocks and celebrate by taking a photograph showing the sturdy construction and two beaming faces.

Children develop understanding of how to be healthy through active play inside and outside. For example, children investigate water inside by floating ice and plastic creatures in a bowl of water. They look closely using magnifying glasses and discuss why some things float and others do not. Outside, they enjoy splashing and spraying water, while keeping dry under umbrellas and wearing waterproof boots and coats. Children learn about wide ranging foods, such as healthy snacks of toast and humus or a pasta making session, as part of a theme on food from other countries. Children know that washing their hands after messy play and visiting the lavatory is important to remove germs, especially before eating snack. This is because staff regularly remind them to do so and a visiting nurse demonstrates how to wash their hands most effectively.

Children behave well at nursery and play happily together and alongside each other. This is because staff model a high standard of caring, considerate behaviour and provide clear guidance to children about what is expected of them. Children develop their understanding of the local community through regular trips out to the local park, school and nearby Church. They learn about the different countries and cultures of the world because they see images of people of different ethnicity and celebrate festivals from different faiths, such as Jewish Hanukkah and Hindu

Diwali.

## 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

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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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