

Lune Valley Pre-School Centre

Inspection report for early years provision

Unique reference number	309680
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Inspector	Alexandra Baxter
Setting address	Caton St Pauls C E Primary School, Moorside Road, Brookhouse, Lancaster, LA2 9PJ
Telephone number	01524 770 241
Email	
Type of setting	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

Lune Valley Pre-School Centre was registered in 1997 and is managed by a committee of trustees. It operates from the pre-school room and the school hall within Caton St Paul's Church of England Primary School in Lancaster. Children have access to a secure enclosed outdoor play area. A maximum of 20 children aged under eight years may attend the pre-school at any one time. The pre-school currently takes children from two to five years of age. The pre-school is open Monday, Wednesday and Friday from 9am until 12noon and on Tuesday and Thursday from 9am until 3.30pm term time only.

There are currently 36 children roll who are within the early years age range. Of these, 23 are in receipt for early education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs four members of staff, all of whom hold a qualification at level 3 in early years. The pre-school has achieved 'Steps to Quality' quality assurance status. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children demonstrate strong independence skills and have effective relationships with staff and other children. A wide range of activities are offered which incorporate children's individual needs and interests. Staff have a very good understanding of the Early Years Foundation Stage framework. Clear systems are in place to assess children's progress. Overall, policies and procedures are implemented effectively to safeguard and promote children's welfare. Staff are committed to promoting an inclusive environment and show a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- review procedures for monitoring staff's ongoing suitability to work with children so that staff are aware of their responsibility to notify the provider of any convictions, cautions, court orders, reprimands and warnings
- review the storage of children's allergy information to ensure that confidentially is maintained.

The effectiveness of leadership and management of the early years provision

Systems for safeguarding children are effective because staff have a good understanding of child protection procedures. Relevant and up to date risk assessments are in place for all areas children access and for each outing they embark on. Good procedures are in place for the recording of accidents, incidents and existing injuries children arrive with. However, due to children's allergy information being displayed on the wall these records are not maintained confidentially. Strong recruitment and induction procedures are in place to ensure staff's suitability to work with children. However, procedures for monitoring staff's ongoing suitability to work with children so that staff are aware of their responsibility to notify the provider of any convictions, cautions, court orders, reprimands and warnings are less well developed.

An effective key person system is used to support each child. Good relationships are formed between parents, carers and key carers ensuring a consistent approach to supporting children's progress and development. A wide range of resources are available for the children to independently access, both indoors and outdoors throughout the session. The celebration of festivals and different languages promote equality and diversity throughout the pre-school. Children with special educational needs and /or disabilities are effectively supported through close links with other professionals and parents and carers.

The pre-school are fully committed to driving improvement and have a clear vision for the future. All recommendations from the last inspection have been met, consequently this has a positive impact on the children's health and welfare. There is a positive attitude to self-evaluation and views and opinions are sought regularly. In addition the pre-school has recently been accredited with the 'Steps to Quality' quality assurance. Parents and carers are complimentary about the pre-school and feel there are strong partnerships with staff. There are strong links with the local schools ensuring support for the children in their transition from the pre-school to school.

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

Children are cared for in an environment that is stimulating and offers many learning opportunities. They are encouraged to be independent at all times and consequently children show a strong sense of belonging and security. Detailed planning and assessment systems mean children make good progress towards the early learning goals. The pre-school ensures there is a good balance of adult-led and child-initiated activities available. Key carers have a detailed knowledge of the children in their care, consequently children are well supported. Children independently access the indoor and outdoor environments which are both rich with resources for them to explore and investigate. These positive experiences enable children to develop good skills for the future.

Children demonstrate good social skills and play alongside each other well. As a result children are happy and settled. For example, they sit at snack time and are encouraged to socially interact with each other. There are good opportunities for children to develop their writing skills as mark-making materials such as blackboards and diaries are readily available. A quiet area is provided for children to sit in comfort and read books enabling them to develop a love of reading. Children show an interest in counting and numbers as they place candles with numbers on the dough cake they have made. A good sense of the wider world is developed through celebrating a variety of cultural festivals. Children are able to enjoy a wide range of activities that support their physical development. For example, children have access to an adventure playground that supports climbing and balancing skills. They eagerly make a den out of the climbing frame and play on bikes which are of different sizes, some with stabilisers, supporting children with different abilities. Creative activities such as painting, gluing and sticking and colouring are available for children to enjoy. Younger children demonstrate a clear understanding of how computers work. For example, they confidently explain how to turn the computer on and off.

The pre-school provides many opportunities for children to develop an understanding about healthy eating. At snack time children have a choice of apples, carrots and toast with water or juice. They confidently engage in detailed discussions with staff about some of these foods as they enjoy their snack. Children independently access the toilet themselves and know to wash their hands afterwards, demonstrating they have an understanding of good hygiene practices. Staff promote this further by being good role models washing their hands and wearing aprons and gloves to prepare food. Children show respect for each other and are aware of the rules and expectations of the pre-school, consequently children are well behaved.

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