

Lea Pre-School & Kids Club

Inspection report for early years provision

Unique reference number EY437985
Inspection date 11/06/2012
Inspector Beverly A Kemp-Russell

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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

Lea Pre-School and Kids Club is one of a chain of settings and is privately owned and was registered in 2011. It operates from Frances Olive Anderson C of E School in Lincolnshire. It is accessible with car parking available at the front of the school. The setting serves the local area and surrounding areas. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday and sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the setting at any one time who are within the Early Years Foundation Stage. The setting also offers care to children aged two to eight years. The setting is registered on the Early Years Register and both compulsory and voluntary part of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of child care staff all of whom hold a relevant early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are cared for in a well-equipped, warm and welcoming environment, where, in the main, they are well supported in line with their individual needs. The effective use of space and resources enable children to make good progress towards the early learning goals. Children are fully safeguarded and their welfare is promoted through good policies and procedures, of which all staff have a clear understanding. Effective partnership with parents and partnership working with other providers and professionals promotes an integrated approach to children's care and learning. The setting's system of self-evaluation is evolving. However, systems for monitoring and evaluating the early years provision in order to maintain continuous improvement are not fully robust.

What steps need to be taken to improve provision further?

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

- improve observation and assessment to ensure all areas of learning are fully recorded and clearly identify children's next steps in learning to inform future planning and include parents in this process
- ensure provision is made for children who wish to relax or sleep and equipped with appropriate furniture where children can sleep safely without disturbance
- develop robust and effective systems for monitoring and evaluating the early

years provision in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the setting and they clearly relate well to the kind, caring and knowledgeable staff team. Effective practices and procedures are in place to safeguard children. For example, recruitment and vetting procedures help to ensure the suitability of the staff and safeguarding policies are followed. The setting is securely maintained, with potential hazards identified and minimised through risk assessment procedures and a secure building. Staff are well qualified and they continue to develop their knowledge through their commitment to ongoing training and development which is recorded on the staff training plan. Children are cared for in a warm, welcoming play space which is interesting and motivates children to learn and develop.

All records and documents are in place and are informative. Staff gain clear information from parents and carers, which enable children to make good progress from their specific starting points. It also motivates staff to value each child in line with their individual needs. Partnership working with parents and carers is good and staff nurture purposeful relationships with parents. Information is exchanged and shared through the staff's clear communication channels but in a confidential and professional manner. Effective systems are in place to keep parents up-to-date with their children's progress. However, systems are not fully developed to ensure parents are encouraged to become actively involved in their children's learning. Children also benefit because the setting liaises with external agencies or services. The staff team work well with the school to ensure a smooth transition for children and are developing links with other settings. They also develop links with other local providers where children's care is shared. All staff have a good knowledge of the local area and how to access specific support actively contributing to building good relationship. All staff work as a strong team to ensure support and a smooth transition for all children.

The staff and management are committed to developing the service they provide and they work with local authority advisors to make improvements where necessary. However, systems for monitoring and evaluating the early years provision in order to maintain continuous improvement are not fully robust.

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

Children are cared for in a safe, secure, well-maintained environment. However, provision is not fully made for children who wish to relax or sleep without disturbance. Good health & hygiene policies and procedures are in place to minimise the risk of cross infection. Children benefit from a healthy diet, as children are provided with well-balanced snacks. Fresh drinking water is freely accessible to children and systems are in place to ensure each child's specific dietary requirements are met. Children access outside play daily to fully promote

their health and well-being. Children have varied and stimulating opportunities to access a good range of play materials outdoors which, fully supports their learning. Children's awareness of safety issues is also well promoted through discussions, activities and regular events. Children are also encouraged to take calculated risks with staff re-enforcing the possible dangers to help children to become aware of these and assess the situation for themselves. For example, children play safely and make decisions when using the large play equipment outdoors.

Children are making good progress in their learning and development. Good planning, observation and assessment systems provide a range of adult-led and child-initiated play experiences for children. Observations and assessments are monitored to identify children's achievements. Planning is flexible to meet the individual needs of each child attending and staff work well at adapting planning to children's interests. However, planning, observation and assessment in all areas of learning is not fully recorded, not always linked to the early learning goals and does not clearly identify children's next steps in learning in order to help staff plan fully for their future learning.

All children are settled and relate extremely well to staff. Children are developing their speaking and listening skills well and are consistently supported by their key workers. Children develop their emergent writing with a variety of resources and discuss what is meaningful when practising writing their names. They interact enthusiastically, pointing to pictures as the key worker reads stories throughout the day. All children have good opportunities to develop physically. Children benefit from lots of hands on play experiences where they explore and investigate. For example, the opportunities they have for gardening in the outside play area, watching plants grow and caring for them. Children access a developmentally appropriate range of information, communication and technology toys to support their learning which they thoroughly enjoy. Children's communication skills are enthusiastically promoted during planned activities where they are encouraged to discuss and describe what they are making or using. Children also enjoy listening to stories and looking at books independently. Their problem solving, reasoning and numeracy skills are well-promoted through counting, sorting and weighing activities. Children celebrate Christmas and Birthdays in the setting and they have opportunities to learn about the cultures and beliefs of other people when celebrating the Chinese New Year. Children play co-operatively with their peers, learning to share and take turns. They are actively encouraged to be independent. For example, they are encouraged to put on and take off their own coats and shoes and cut up their chosen fruits at snack times. Children have good opportunities to develop their creative skills. They know their colours and create a variety of pictures and use a range of media. Children explore colour during circle time and take great interest in the treasure baskets. Children thoroughly enjoy using the computer and develop skills in all areas of learning whilst having fun.

Children's behaviour is good, with staff using appropriate strategies to manage behaviour. Staff act as good role models and are consistent in following the behaviour management policy and procedure. All of this encourages children to be motivated to learn and develop their skills.

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	3
The effectiveness of partnerships	3
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