

# Lord Street Community Nursery School Preschool

Inspection report for early years provision

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**Unique reference number**

EY441899

**Inspection date**

23/07/2012

**Inspector**

Janice Hughes

**Setting address**

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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*.

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## **Description of the setting**

Lord Street Community Nursery School Pre-School was registered in 2012 and operates from the community room and sensory room within Lord Street Community Nursery School, Allenton, Derby. All children have access to a secure enclosed outside play area. Disabled access is in place. The setting is open from 9.15am until 3.15pm on Mondays and Wednesdays, term-time only.

The nursery is registered on the Early Years Register. They are registered for 12 children aged two years at any one time. There are currently 17 children aged two years on roll.

The nursery supports children with special educational needs and/or disabilities and children who have English as an addition language. The setting provides childcare project funded places for two-year-olds. They employ three members of staff all of whom hold childcare qualifications. They receive support from the local authority.

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

Overall the quality of the provision is good.

Children are very happy, confident and settled in this friendly pre-school. Children are safeguarded well and good procedures ensure the health and safety of the children is maintained. Documentation is good and organised effectively to ensure the smooth running of the pre-school. The pre-school has started to monitor their practice and is committed to making improvements. However, they are not using self-evaluation to effectively inform future improvements to support the outcomes for children. Strong relationships are formed with children, parents, each other and other professionals. The environment provides an inclusive practice that is well organised which helps children to make good progress in their learning and development.

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

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

- use self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded through good supervision and effective policies and procedures. Detailed recruitment and vetting procedures ensure that adults working with the children are suitable to do so. Comprehensive risk assessments are carried out in all areas and any necessary actions or equipment are put in

place to minimise risks to children. The management ensures that the environment is very safe, secure and well maintained, promoting children's safety at all times. Accident and incident procedures are well managed and accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines. Good procedures regarding the administration of medication protect children's welfare when they are ill. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection. These measures ensure children are kept safe.

Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. Some systems to identify areas for improvement are in place, for example, the questionnaires for parents which have had a positive impact and resulted in more parental involvement within the pre-school. The pre-school has recently started to develop a system to monitor and evaluate the provision. However, as they have not used this to target and prioritise areas for improvement it is not fully effective. The management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Partnerships with parents are effective. Parents are provided with good quality information about the early years provision through written information and the parent information pack. Purposeful systems are in place to include parents in children's learning and development and they make valuable comments in children's achievement records. When a child starts attending the pre-school, an initial discussion with parents takes place to find out about their child's interests and ability in order to determine their 'starting points'. This provides a good two-way parent involvement. The pre-school has systems in place to liaise with the children's other early years providers. For example, they have regular visits to the nursery school and pass on a written summary of each child's progress. They also liaise with other settings through network meetings and share information when attending training courses.

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

All children thrive in this delightful and child-centred environment. The bright and welcoming areas are well used to provide a resourceful balance of adult-led, freely chosen and child-led activities. Good quality planning and observational procedures ensures that children receive an enjoyable and challenging experience across the areas of learning. Children are progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. For example, the children talk about 'the seaside' as they make sandcastles and decorate them with shells. While children gather the shells, staff extend this activity by suggesting making patterns and listening to the sound of the sea in the shells. Staff ensure that the

environment is stimulating and very attractive to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play.

Children make good progress in the physical area of learning and learn the importance of taking regular exercise climbing and balancing on the outside equipment. The continuous provision enables the children to access fresh air throughout the day; this is beginning to introduce them to a healthy lifestyle. Staff plan activities and talk to children about the effect of exercise on the body. Children's welfare, learning and development are effectively well supported in all areas of the pre-school. Children's individual health requirements are understood and supported effectively which ensures they develop a very good awareness of the importance of personal hygiene. For example, children independently wash hands before snack and meals and are beginning to understand why this is important. Children also develop an understanding of safety issues and take part in fire drills. This ensures they learn to conduct themselves calmly and safely in an emergency situation. Outings are used well to promote an understanding of road safety. Children use tools and utensils safely in activities because they learn to manage them responsibly. Staff also provide healthy snacks, such as fresh fruit and vegetables and children can independently access drinking water throughout the day to avoid dehydration.

Behaviour is well managed in the pre-school. Children are encouraged to make most choices and decisions in their play. Staff are consistent and fair when encouraging children to share and take turns and children work together very well. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year.

Children love listening to stories; they suggest what might happen next and repeat some of the words from popular stories. Children snuggle and enjoy looking at pictures and repeating words. They develop their language skills as they are encouraged to chat during play and participate in singing nursery rhymes. They enjoy mark making using a variety of different materials, such as chalks, paint and gluing. For example, children giggle and laugh as they make tickets in the 'travel agency' and make 'postcards'. Children are frequently supported to count and, as a result, they are beginning to count by rote. They have opportunities to develop their early mathematical skills as they are beginning to recognise and draw shapes, such as squares and circles, play games and participate in planned activities. In these activities children are critically thinking and being active learners. Children learn well for the future as they practise their information and communication technology skills by using the laptop and camera, remote controlled and pop-up toys with confidence.

## 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 | 3 |
| 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 |
|--|---|

### 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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