

Lisle Marsden Childcare

Lisle Marsden C of E Primary School, Lansdowne Avenue, GRIMSBY, South Humberside, DN32 0DF

Inspection date	07/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The inspirational leadership and management of the setting is highly effective in monitoring quality and in motivating and enthusing practitioners.
- Children make exceptional progress in all areas of learning and development because systems of observation, assessment and planning are sharply focused to meet individual children's needs. Practitioners have an excellent knowledge of how to use this information within their daily practice.
- Partnerships with parents are extremely strong. Parents are fully included and valued and their knowledge of their own children is utilised highly effectively to support children. Parents receive a wealth of information to support their engagement with their children's learning and development.
- Attachments between children and their key persons are exceptionally strong and thoroughly embedded. Therefore, children are highly secure, confident and independent.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms, garden and 'Forest School'.
- The inspector had a discussion with the manager and sampled documentation, policies and procedures and records, including evidence of practitioner's suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector and manager undertook a joint observation and discussed it with regard to the quality of teaching and learning.
- The inspector spoke to practitioners and interacted with children throughout the inspection.

Inspector

Elisabeth Wright

Full Report

Information about the setting

Lisle Marsden Childcare Ltd was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was previously registered under another name until 2008, when it became part of the Lisle Marsden Primary School

registration. It is situated in a purpose built premises on the grounds of Lisle Marsden Church of England aided Primary School in Grimsby, North East Lincolnshire. It is managed by a committee. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play and a fully enclosed 'Forest School' facility within the grounds of the host school.

The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications: one at level 5, 12 at level 3 and two at level 2. One member of staff is working towards Early Years Professional status. The pre-school opens Monday to Friday during term time only, from 9.10am to 3.10pm. The setting also operates wrap around care for children aged between three and 11 years from 7.45am to 9am and 3.10pm to 6pm during school term times and provides care during school holidays. Children attend for a variety of sessions. There are currently 78 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop attractive book areas to enhance children's involvement in making their own books.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners in the setting have high expectations of their own practice in teaching and in the children's abilities to learn. Consequently, all children make exceptional progress in their learning and development. Where starting points are lower than average, for example, for children who have special educational needs and/or disabilities, evidence clearly shows that these gaps are closing. Key persons have in-depth knowledge of the children in their key group, including their learning styles, interests and abilities. Rigorous systems of assessment ensure that the systematic observations that are made on the children are sharply focussed and link securely to the age bands found in the 'Development Matters in the Early Years Foundation Stage'. This means that practitioner's interactions with children are targeted with precision to each child's individual learning needs. Consequently, children make exceptional progress across all areas of learning. This is further enhanced by the strong emphasis the setting gives to working with parents and

carers and the other settings that children attend. For example, information exchanged shows that where children have been encouraged to start tracing over their name by another setting the key person responded by introducing activities to support this by developing children's physical skills, which build muscles and coordination. Practitioners make excellent use of this wealth of information to maximise opportunities for children's learning, through a rich variety of meticulously planned adult-led activities. Observations made of children in the 'Forest 'School show they have interest in digging holes and filling them in. This is used by their key person to introduce them to different types of animal homes, through stories and activities, which are enhanced by the provision of high quality resources. Children are extremely focussed on this activity, developing their understanding of the world as they work diligently on their tasks, digging holes with their spades and collecting leaves in their baskets and wheelbarrow. They competently explain what they are doing and why, look for evidence of animal homes in their environment and inspect the fox's home they made on a previous occasion.

Children's communication and language skills are exceptionally well developed. The organisation of small key group times helps children to be very focussed and develops excellent listening skills. Practitioners are highly skilled at using these opportunities very effectively. Children sit still and listen intently because they are interested in what is being said by their key person and the other children. They are skilled at linking sounds and letters, enthusiastically recognising the initial phonic sound of each other's names. Practitioner's use of children's own experiences means they make secure links in their learning. Children recognise written words that describe the noise fireworks make and use creative actions to express themselves and help them to remember. They make drawings of the sounds, swirling their pens and saying 'Wheee!', and make small, sharp marks to represent the crackle of sparklers. Books are available to children in all areas for them to refer to. For example, children use pictures of a tower to inspire their own building with blocks. However, recent alterations to improve the quiet book area have not yet been completed. Therefore, opportunities to increase children's understanding of the structure of books, by making and using their own books, are not fully utilised. Children in the setting are highly motivated and engaged in purposeful play. They are confident, creative thinkers because staff value their ideas and encourage their persistence when learning new skills. The praise they receive from practitioners is specifically targeted and focuses on their efforts and ideas. Children, therefore, take pride in what they have achieved and celebrate one another's achievements. They clap enthusiastically when one child receives a certificate for completing her sticker chart and gather around to count her stickers.

Partnerships with parents are exceptionally strong. Parents receive high levels of information on the activities their children are engaged in, including the aims of these and ways they can support learning at home. Parents spoken to have a secure understanding of their children's achievements in learning and development and the next steps their key persons are working towards. Parent's contributions to their children's development files are valued and incorporated into planning, which provides children with consistency. Regular newsletters are informative and helpful and provide parents with strategies to manage behaviour and increase their children's self-esteem. Children are extremely well prepared for their transition to school. They benefit from the high levels of confidence they have in their own ability to learn and succeed. Very secure links with the host school means they are comfortable and familiar with the building and teachers, who visit them in

the setting. Within the out of school element of the setting, partnerships with parents and other providers are maintained at an equally high level. Practitioners liaise with teachers, keep written records and demonstrate a very secure knowledge of the children in their care.

The contribution of the early years provision to the well-being of children

The organisation of key groups, through colour coding and small group times, contributes greatly to children's sense of security and belonging in the setting. Children use their own key group areas, with mats in their group colours, and grow flowers in the garden in their own colours. This gives them a strong sense of identity as part of a community. Children form very secure emotional attachments with their key person and the other children in their group. Consequently, they develop high levels of independence and are confident to explore resources and the environment. Consistent rules and explanations give the highest regard to safety and enable children to develop a strong understanding of how to assess risks for themselves. Children in the 'Forest School' refer to the rules sheet, which they review each time they use this facility. Children confidently explain where they are not to go and why, 'because the wind broke the trees', and what they must not touch, 'nettles and those sharp plants'. Practitioners remind children to consider safety. For example, a member of staff asks children why they must keep the spades down. Children think for a moment and reply, 'Because of people's eyes'. Children later pass this on to other children, reminding them to keep the rakes low.

Behaviour in the setting is exemplary. Practitioners work with children on a six point conflict resolution plan that includes keeping calm, listening and agreeing a strategy. Therefore, when children have disagreements over resources they work things out for themselves, asserting and explaining their feelings calmly and listening to the other child. The environment is highly stimulating and organised. Children access a wide range of areas and resources so they can experiment, investigate and challenge themselves, both indoors and outside. For example, a deep sand pit in the garden means they can dig big holes and build large sandcastles. A range of clothing for all weathers ensures that all children benefit from regular access to outdoor play in all weathers, both in the garden and the 'Forest School'.

Children develop an excellent understanding of how to promote their own healthy lifestyle. Parents are given information on what to put in lunch boxes at registration, which ensures that all children enjoy a healthy diet. Children learn self-care because they make their own decisions about when to eat snack and help themselves to drinks throughout the day. Mealtimes are a relaxed, social occasion where children and practitioners sit together and chat about their day, what they have done at home and discuss the food they are eating. The high emphasis the setting gives to developing children's independence, self-esteem and confidence and their understanding of how to keep safe ensures that they are extremely well prepared for their transition to school. Children who stay for a longer time during the day benefit greatly from the contact they have with older children, who provide them with excellent role models in behaviour and attitude. The out of school provision is

well-organised, with planned activities and a wealth of age appropriate resources available for the children who attend. Children within a wide age range work together in a vibrant and stimulating atmosphere where they are purposefully engaged with obvious enjoyment.

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

The setting has benefitted greatly from the consistency of a well-established leadership and management team throughout its development. The management team demonstrate exceptionally high levels of commitment and an uncompromising approach in the pursuit of excellence, which is highly effective in motivating and inspiring the whole team. Systems and documentation for the organisation of the setting are meticulously maintained and monitored, which ensures that they are highly effective in supporting practitioners in their role as they provide excellent care for the children. Children's welfare and safety are given the highest priority. Rigorous recruitment procedures are followed through with a comprehensive induction programme and on-going appraisals. All practitioners receive training in safeguarding children, therefore, they are very knowledgeable and confident in their roles and responsibilities and know how to report and record any concerns they might have.

Monitoring of the educational programme and quality of teaching is rigorous. Observations made of practitioner's practice by the manager and their peers are sharply focussed and used with great effect to target and identify quality practice, that can be disseminated, and any training needs that arise. Consequently, children benefit from staff's high levels of knowledge, understanding and the quality of practitioner's day-to-day practice. Children's progress is audited to ensure that high standards of provision and assessment are maintained; this includes monitoring specific groups of children, such as, boys and girls and their age bands, and progress levels within each key group. Children with special educational needs and/or disabilities receive extremely high levels of support. These are enhanced by the setting's strong relationships with other professionals and practitioner's expertise in identifying and referring development concerns. Parent's views, observations and knowledge of their own children are a key factor in identifying needs.

All stakeholders in the setting are included in the self-evaluation process and their views valued and incorporated into the action plan. Parents express their views through informal discussion and feel they are listened to; they are also given regular formal opportunities, such as surveys. Children's views are sought as they evaluate their own setting, putting smiley faces on the things they like and sad faces on the things they dislike. These are then counted, audited and changes made accordingly. Recent changes include the re-organisation of the routine as it was identified that children were sitting for too long before, during and after lunch. The setting has introduced a movement session between story time and lunch and consequently, the positive effects of this in children's concentration levels has been observed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY441225
Local authority	North East Lincolnshire
Inspection number	795717
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	50
Number of children on roll	264
Name of provider	LISLE MARSDEN CHILDCARE LIMITED
Date of previous inspection	Not applicable
Telephone number	01472 311019

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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