

Lindale Pre-School Nursery

School House, School Hill, Lindale, Grange-over-Sands, Cumbria, LA11 6LE

Inspection date	28/02/2014
Previous inspection date	13/01/2011

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		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is good because staff have high expectations of children, provide an enabling environment and promote independent learning through discovery and exploration.
- Children are taught to be independent and keep themselves safe through learning and managing risk in a safe and supportive environment.
- The partnership with parents and carers is sound. Practitioners work effectively with them to help meet the needs of all the children.
- The managers are committed to improving the quality of the provision by continual self-reflection and consultation with parents and children.

It is not yet good because

- The safeguarding of children is not wholly assured because appropriate suitability checks and vetting procedures have not been put in place in a timely fashion for new committee members.
- Occasionally, younger children do not have direct access to paper and card, reducing drawing, writing and mark-making opportunities.
- There is scope to expand on the information gathered from parents and carers when children first start, to improve initial assessments.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and talked with children as they played and took part in activities in both playrooms and outside.
- The inspector spoke with parents and carers, taking their views into account.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
The inspector viewed a range of documentation including the provider's self-evaluation form, relevant policies and procedures and children's files and assessments.
- The inspector conducted a joint observation with the manager.

Inspector

Janice Caryl

Full report

Information about the setting

Lindale Pre-School Nursery opened in 2001 and is on the Early Years Register. It is situated in premises on the site of Lindale Primary School in Lindale, near Grange-Over-Sands, Cumbria, and is managed by a voluntary committee. The nursery serves the local area and is accessible to all children. It operates from two playrooms on the ground floor and toilets on the first floor. There are two enclosed areas available for outdoor play. The nursery employs two members of childcare staff. Both of these hold appropriate early years qualifications at level 3, including the deputy manager, who holds a foundation degree.

The nursery opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am with an optional lunch club which runs until 12.45pm. Children attend for a variety of sessions. There are currently 17 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that suitability checks, including those required through the Disclosure and Barring Service, are completed on all adults as soon as they are appointed. This relates particularly to new committee members.

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

- support younger children's writing and mark making even further by having a larger supply and wider variety of paper and card available at all times.
- expand and enhance the information collected from parents and carers when children first start, so that initial assessments are clearer and even more precise. For example, by including more particulars about children's current development status.

Inspection judgements

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

The teaching and monitoring of children's development at the nursery is good. This is because practitioners have a deep understanding of the Early Years Foundation Stage learning and development requirements. In addition, they understand how children learn through play and exploration. As a result, activities are wide and varied and meet all children's needs. Practitioners regularly observe children and make assessments to support learning. Consequently, the next steps for individual children are effectively planned and tailored to help them make good progress. In addition, children are involved in planning activities and the environment themselves. They are consulted about what they would like and help prepare activities ready for the following day. As a result, they are motivated and enthusiastic on arrival into the setting, ready to learn through their play. Practitioners monitor children's development constantly, which is documented efficiently and effectively. Consequently, any gaps in children's learning are identified early and intervention sought as necessary.

Practitioners are enthusiastic as they teach children. This is mirrored by the children, who explore and take part in activities confidently and with relish. They are animated as they play with the cars and vehicles in the 'builders' yard'. They enjoy making marks with the vehicle tyres in the flour and rice mixture, experimenting and talking about the patterns. Practitioners promote learning in mathematics as they invite children to count the vehicles, fill and empty the containers and diggers and compare size. The activity helps children develop their own imagination and ideas as they talk to each other and the adults about what they are doing. The 'car wash' activity adjacent to the 'builders' yard' provides good opportunities for children to wash the vehicles as part of their play. Practitioners promote and foster children's thinking as they listen and talk to children throughout the activity. Outside, children take great delight in playing in the mud kitchen. Practitioners ask them what they are doing and they reply, 'making soup'. The plentiful supply of additional resources help children develop their physical and manipulative skills as they stir, sieve, mash and pour the mixture. They benefit from a deep level of learning as practitioners give them time and total freedom to experiment and explore the properties of the soil and water.

The teaching of letters and sounds is highly effective. Practitioners show the letter, make the sound and demonstrate actions to help children learn. Children are very responsive and demonstrate their emerging ability to recognise the letters. Younger children join the activity through choice and learn the actions to match the letter. For example, they pretend to break an egg to match the letter 'e'. Children take great delight in waiting for an object to be passed to them so that they can place it on the corresponding letter. The practitioners make learning fun, meaning children are ready and prepared for further learning, for example, in school. Children are taught to say 'hello' in different languages, promoting diversity and an understanding of the world. Children demonstrate their new knowledge of the Chinese language as they say, 'Ni hao' unprompted during registration time. The range of activities and opportunities is wide and varied, and children happily access resources freely. For example, some older children start to develop their own ideas by creating their own models and pictures. However, the supply of paper and card is not always freely available for younger children to access. Consequently, opportunities to draw and make marks on paper are occasionally reduced.

Parents and carers are highly valued at the nursery. They are consulted regularly and

informed about how their children are progressing. Information is gathered about their children from the outset to help practitioners get to know children's needs. However, there is scope to enhance this by expanding on the information regarding children's levels of development so that initial assessments are enhanced. Practitioners invite parents to contribute to children's learning by doing activities with them. For example, parents share their knowledge of making spicy potato cakes as part of a Caribbean week theme. Practitioners encourage learning at home by sharing with parents about the phonics that they teach children. Parents comment on how useful this is and how much they value the information.

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

Practitioners at the nursery value and respect children and support them in becoming independent and autonomous. Key persons form strong relationships with children and their families, helping attachments become secure. Consequently, children's emotional well-being is fostered well. The key persons work closely with children and families to help children settle in. Children show their emerging attachment by staying close to their key persons. They are sufficiently supported in building relationships with others and becoming familiar with routines. As a result, children gain self-confidence and develop a sense of belonging. Children are confident and capable in the nursery. They are encouraged to be independent and learn to assess risk and look after themselves. This is because practitioners know the capabilities of the children and have generally good expectations of their abilities. As a result, children happily move between different areas as they choose the activities that interest them. Practitioners know how to keep children within the setting safe and demonstrate their understanding of how to protect children from harm. However, not all committee members have yet been suitably vetted, which means children's safety and well-being cannot be assured. Practitioners support children's emotional well-being by teaching them how to care and look after animals. For example, 'Snowflake' the nursery rabbit runs free in the nursery environment and children are taught how to care for her. Children take home the rabbit in the holidays, and as a result, links between home and the setting are successfully maintained.

Children are encouraged to attend to their own personal hygiene and are taught about washing hands and preventing cross-contamination. They confidently ascend the stairs to the first floor bathrooms and wash their hands, mostly unprompted. This demonstrates their familiarity with personal hygiene routines. They share the fresh fruit between themselves at snack time, learning manners and developing good social skills. Practitioners give them a choice of cold milk or hot chocolate and they wait in anticipation of their drink. Practitioners teach children about healthy eating through activities and discussion. Healthy eating displays show children taking part in cutting up fruit and vegetables and making healthy sandwiches. Practitioners involve parents by giving out healthy packs which contain recipes to try. This reinforces the message so that children and adults learn together.

Children are taught about their bodies and how they work. Practitioners teach children by involving them in making body maps. In addition, 'my body' posters prompt children to look and ask questions, further enhancing their learning. Children get lots of opportunities

to take part in physical exercise. They ride on trucks, steer the scooters and pedal the bikes. The school playground provides plenty of space to practice these skills and run around. Children enjoy lifting and carrying the big wooden blocks as they build bridges, roads and steps. They develop their balancing skills and learn to negotiate space as they jump over gaps. Furthermore, they build relationships as the practitioners encourage them to work together as a team. Younger children are supported by practitioners who encourage them to climb the steps and gain control of their bodies when they wobble. As a result, their self-confidence increases as they persevere and gain a sense of achievement. Practitioners support children in developing positive attitudes in managing their feelings and behaviour. They work together with parents to develop strategies and ensure consistency in behaviour management. Children are encouraged to make a positive contribution in keeping the environment safe and tidy. For example, they help to set out activities and tidy up, to clean and wipe tables and to look after each other.

Children are suitably prepared for their move into the host school. This is because they are familiar with the environment already because of the shared outdoor space. Children attending afternoon sessions in the school are escorted by nursery practitioners, and records between the two settings are suitably shared. As a result, children benefit from continuity of care and learning. Those children attending other schools and nurseries are equally supported because practitioners make links, invite teachers to visit the nursery and share relevant information regarding development and progress.

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

The managers have a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Their training in child protection demonstrates their understanding of the procedures to take should they have concerns. As a result, children are kept safe and helped to be protected from harm or abuse. New staff are recruited following appropriate procedures. For example, qualifications are checked, references are sought and new staff working with the children are vetted through the Disclosure and Barring Service. However, the procedures to assess the suitability of newly recruited officers on the management committee have not been completed in a timely fashion. Members of the committee do not have direct contact with children. This means that this breach of the statutory requirements does not have a significant impact on children's safety. However, their safety and well-being cannot be wholly assured until all suitability checks are completed.

The setting is kept safe and secure and visitors sign the visitor book on arrival. This helps to monitor other adults who have been to the nursery. Policies and procedures are reviewed regularly to ensure they are up to date. For example, safeguarding policies include relevant numbers and contact details should they be needed in an emergency. The management committee and managers undertake annual appraisals which support practitioners in their personal and professional development. For example, training needs are suitably identified and sourced, helping to maintain good quality practice. In addition, practitioners monitor each other and provide constructive feedback, meaning standards are maintained and continually improved. The environment is well organised, enabling

children to freely access resources and make choices in their play.

The managers continually monitor children's progress through daily observations. Children's overall progress within the development bands is documented so that any gaps in learning are easily identified. Consequently, any additional support or advice needed to help close gaps is sought in a timely manner. Managers work hard to ensure that the educational programme is broad, balanced and stimulating. They regularly research to seek new and innovative ideas and meet weekly to review planning and children's learning. As a result, activities and opportunities remain tailored around children's individual needs and help them make good progress. Practitioners ensure that parents are kept informed about their children's development. Open mornings, daily chats and communication books all contribute to sound partnerships. Parents comment on how informative the social media site is, where they receive messages and observe photographs of the activities children take part in. They particularly like sharing these with their children, who animatedly talk about their time in the nursery.

The managers have a strong drive to continually improve the provision and outcomes for children. They continually reflect on their provision and practice and identify areas for development. For example, they value the importance of outdoor play and learning and plan to develop their skills and the areas even further. They regularly consult with parents and children in their self-evaluation. Parents complete questionnaires annually and offer suggestions and ideas to help improve the provision. Children's views and opinions are very well respected as they are constantly asked about their likes, dislikes and wishes. Links with other agencies, such as the local authority, are strong and supportive, further contributing to good quality practice. The links with other schools and nurseries mean that children are supported effectively in any transitions as they move on in their education.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	317552
Local authority	Cumbria
Inspection number	868446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	17
Name of provider	Lindale Pre-School Nursery Committee
Date of previous inspection	13/01/2011
Telephone number	01539 533480

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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, which are usually the childminder's 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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