

Lady K Care and Play

Lady Katherine Leveson School,, Fen End Road West, Knowle, Solihull, West Midlands, B93 0AN

Inspection date

07/10/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Children thrive in this warm and welcoming setting through the kind and caring nature shown by staff. As a result, children feel emotionally safe and secure and display high levels of confidence and self-esteem.
- Teaching is good. Staff have high aspirations for children and they plan a variety of activities that challenge them and encourage them to explore and learn. As a result, children make good progress.
- Good relationships with parents and other agencies are firmly established. This ensures that children's care and welfare needs are effectively met and that they are supported in their ongoing development.
- Staff have a good awareness of their safeguarding responsibilities, which helps to protect children from harm. Children feel safe and secure through the positive way that their behaviour is managed in a calm and relaxed manner by the staff.

It is not yet outstanding because

- Staff do not always gather information about children's prior learning and development information from parents as they begin attending, to enable the planning for their progress to be sharply focussed right from the start.
- Opportunities for staff to learn from each other and share their best practice, are not yet fully embedded to further improve teaching, for example, through the use of peer observations.

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.

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 indoor and outdoor learning environments and accompanied the manager and children on a nature walk in the local area.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at and discussed the setting's development plan.
- The inspector took account of the views of parents spoken to on the day and from responses to questionnaires supplied by the setting.

Inspector

Trisha Turney

Full report

Information about the setting

Lady K Care and Play was registered in 2000 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately owned setting. The provision offers out of school care in the school hall and a lunch club/playgroup within the nursery building at Lady Katherine Leveson CE Primary School in Temple Balsall, Knowle. The provision operates between the hours of 7.45am to 8.45am and 12 noon to 6pm, Monday to Friday during term time only. All children have access to a safe and secure outdoor play area. There are currently 21 children attending, who are in the early years age group. The provision employs a total of six staff. Of these, one member of staff holds a relevant childcare qualification at level 5. Four members of staff hold qualifications at level 3 and one at level 2. The setting provides funded early education for two-, three- and four-year-old children. It supports 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:

- build further on strategies to establish firm starting points in children's learning, for example, by gathering precise, detailed information about their prior learning and development from parents when they first begin to attend

- extend the existing systems for the monitoring of staff's performance, to focus even more sharply on raising the practice of all staff to the highest levels, for example, by embedding the process of peer observations.

Inspection judgements

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

Children prosper in this good quality setting and demonstrate the characteristics of effective learning through an appropriate balance of adult-led and child-initiated play experiences. Children are welcomed into the friendly and warm environment, where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children, offering gentle support and encouragement to extend their learning with individual attention. Staff collect information from parents about children's interests and care needs before they begin attending. For example, parents complete an 'all about me' form, which provides information about their child's individual likes and dislikes. However, staff do not always obtain details of their learning and development to date. This means that the initial

assessment of children when they join the setting is not always based on the most accurate information, so that planning for their progress is sharply focussed from the start. Children with special educational needs and/or disabilities are supported particularly well. Staff use visual timetables to encourage them to communicate effectively. The setting's special educational needs coordinators and children's key persons work closely with parents and other professionals to plan for each child's individual needs. They take on board and work with recommendations, which they have been given. This helps to support all children to build on their progress and development.

Children are supported in developing the necessary skills for effective learning. Their self-esteem and confidence are supported well. Children develop a sense of belonging because staff take a pride in displaying their finished artwork on designated display boards. Children persevere when trying to fit construction pieces together and receive enthusiastic praise from staff, which supports their developing self-esteem and confidence. They go on a nature walk. Children are gently reminded to use their 'listening ears' and take hold of a friend's hand to help them on their journey. They, therefore, learn to accept others and to think about others' feelings. Staff encourage children to observe ladybirds and slugs and they explore the area with excitement. They extend children's learning in all areas as they skilfully ask them questions about what they can see or what they have found. For example, when children comment that there are leaves on the ground, staff ask why they think that is. Children are thoughtful and then answer confidently 'because it is autumn and the wind has blown them'. They are engaged and motivated to learn as they run, jump and stomp through the leaves with excitement. Children develop an understanding of growth over time. For example, they look at seeds, which they have planted and staff encourage them to observe the soil carefully for signs of growth. Staff challenge the children to explain what it is that seeds need, in order to grow and they confidently answer 'water and sunshine'. The quality of teaching, fun activities and the staff's knowledge of the children they care for, supports the good progress they make across all areas of learning. The strong focus on all areas of learning means that all children are ready for the next steps in their learning, including children, who will be moving onto school.

Staff have a secure knowledge of how children learn and teaching is good. They use precise observation, assessment and planning of children's next steps in learning. As a result, children demonstrate the characteristics of effective learners and make consistently good progress, considering their starting points, age and capabilities. Development summaries are completed every half term to ensure that children are making good progress towards the early learning goals. In addition, staff have successfully implemented a timely and robust process to complete the required progress check for children aged between two and three years. This means that staff promptly identify when children are progressing well or if progress is less than expected. Parents are actively involved in contributing to their children's development through daily discussions, newsletters and regular parents' evenings. This enable parents to support their child's learning at home, in order to help them to make optimum progress. Parents are actively encouraged to share information about their child's achievements and learning at home by completing notes to be displayed on the 'wow board'.

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

Children are able to form trusting relationships with warm, caring staff, who meet their emotional and physical needs effectively. A key-person approach is used effectively to promote and support the emotional development of children. Consequently, children are emotionally settled and their learning continues seamlessly. Staff skilfully support children's transition both within the setting and to school. Transition within the setting is at children's pace, working in partnership with parents. Children and parents are invited to attend settling-in sessions before they start. These sessions may vary in length, depending on the needs and wishes of the children and their parents. This means that their emotional well-being is truly supported. Children benefit from a calm and supportive atmosphere where they are listened to and encouraged. The welcoming environment and the opportunities to explore their surroundings contribute well to children's sense of enjoyment in the setting. This is reflected in children's good behaviour and the way in which they play with others. Children play positively with and alongside each other and seek out the support of staff when required. As a result, children develop good relationships with each other. Staff encourage the children to play together by being good role models. They support younger children to understand their feelings and emotions. For example, through talking to the children, they encourage them to manage conflicts and learn to share resources and take turns. Children's manners at the setting are impeccable. Children say 'please' and 'thank you' consistently when speaking to both adults and children and they hold doors open for each other when they move rooms. As a result, children learn to respect and be kind to each other.

Children are developing self-care skills as they are consistently encouraged by staff. Older children attend to their care needs as they use the toilet and wash their hands independently. Children in nappies have their care needs met effectively through consistent routines throughout the session. Fresh drinking water is readily available for younger children to access all day. Older children choose from a variety of fruit juices or water. At lunch time, staff promote opportunities to further develop independence. Children are encouraged and supported to choose and collect their own meals from the school hall. Additionally, staff use snack and lunch time positively to help children understand about nutrition and how to make healthy food choices. Children learn about foods that are good for them through discussions and trying a variety of healthy freshly prepared food. As a result, children are developing their independence and gaining a good understanding of healthy lifestyle choices.

Staff help children to learn about keeping themselves safe both indoors and outdoors. For example, they remind children to stand in a line and use 'walking feet' as they go to the school hall for lunch. Children are encouraged to take risks through play, such as using large and more challenging climbing equipment in the school grounds. Staff ensure the environment is healthy and safe and all areas are checked prior to the children using them. Children benefit from lots of fresh air each day through planned outdoor play sessions. This range of outdoor opportunities encourages the development of children's large-muscle skills and enables them to continue their learning outdoors. Parents and children are well prepared for the next stage in their learning and development, as the setting supports them in making the move to nursery or school. Links with the on-site

school and nursery are extremely strong. Good links with other professionals ensure that children's interests and needs are effectively met.

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

Children's welfare is effectively promoted because staff understand their responsibilities with regard to safeguarding. For example, they are aware of the signs and symptoms of abuse, what to do and who to speak to if they are concerned about a child's welfare. All staff have completed relevant safeguarding training. Robust recruitment and induction procedures and ongoing suitability checks ensure that all staff are suitable to work with children. Children's welfare is further promoted through detailed risk assessments in all the areas they use, to ensure that they play in a safe and secure environment. The setting's well-planned daily procedures further promote children's security. For example, at drop off and collection times, the doors are monitored to ensure that children do not leave the premises unsupervised. Any visitors to the setting have their identity checked and their attendance is recorded.

Leadership is good and focused development plans are in place to secure continuous improvement. All staff share a vision to provide an excellent service for children and their families, therefore, making a positive difference to their lives. There is a strong drive for improvement to support children's achievements over time, which is reflected in effective systems for self-evaluation. This includes close monitoring of the planning and delivery of the educational programmes and the assessment of children and their progress. Staff ensure that children are provided with a wide range of activities to support their good progress towards the early learning goals. The manager and staff team continually reflect on what they do to improve the quality of the provision. Children and parents are involved in the process, their views are actively listened to and their ideas and suggestions are implemented. For example, older children have regular meetings with staff to discuss ideas and request additional resources. Staff are very well motivated in their continuous professional development and they are continually seeking ways to improve. The manager monitors the quality of teaching through direct observations, reviewing the outcome and setting performance targets. However, there is scope to raise practice even higher by providing more opportunities for honest and critical reflection through, for example, peer observations.

Staff are experienced in working in partnership with other professionals. They have a good understanding of the importance of seeking out help early for children, who require it. As a result of this, intervention is sought early and quickly. Staff have very close links with the on-site school nursery. They regularly share information about care and routines, assessment, planning and progress. This enables all key persons to work together to promote children's welfare and development. The setting's good partnership working with parents ensures that they are kept informed of their child's progress. Parents state that the staff at the pre-school are fantastic, friendly, caring and approachable. They state that their children love attending, are always happy and never want to leave. Children at the setting comment that they 'want to come everyday'. Parents' appreciate and value the

communication systems in place, which includes daily discussions, newsletters and parents' evenings.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	250073
Local authority	Solihull
Inspection number	864425
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	21
Name of provider	Lady Katherine Leveson CE Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01564 772 374

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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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