

Lutley Kindergarten

Community Centre, Brookwillow Road, HALESOWEN, West Midlands, B63 1BU



Inspection date	12 March 2015
Previous inspection date	20 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan interesting activities that are based on children's individual interests. They have a good knowledge of how children learn and the quality of teaching is good.
- Children are happy and form close bonds with their key person. Staff have a caring approach and develop a warm rapport with the children, which helps them feel safe and effectively supports their emotional well-being.
- Parents are encouraged to fully contribute to their children's learning and development, which proves a smooth move from home to the setting.
- There are successful methods that monitor and evaluate all aspects of practice to ensure good quality teaching and learning experiences for children. Staff and managers show a strong commitment to improving outcomes for all children.
- Good attention is given to safeguarding children. Children are cared for in a secure and safe environment where they are supervised effectively and learn how to promote their own safety.

It is not yet outstanding because:

- Occasionally, staff do not actively respond to signs from more quieter children that they want to be included in activities.
- Opportunities to share positive practice with other early years settings to further improve the already strong teaching skills, have not been fully explored.

What the setting needs to do to improve further

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

- respond to the signals and prompts that the more quieter children give when they wish to be included in activities
- explore further opportunities to share positive practice with other early years settings to further improve the already strong teaching skills demonstrated by staff.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Susan Rogers

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff interact well with the children during play and learning activities, and support them to achieve well. Activities build on what children know and ensure that children make consistently good progress. Children communicate well and enjoy discussions with staff during story time. Staff skilfully ask children questions that encourage them to think critically and voice their opinions and ideas, and to talk about aspects of their own lives. Staff extend children's vocabulary as they introduce new words during conversations. Staff, however, do not always actively encourage the more quiet children to join in with activities when they express some interest. The strong relationship with parents provides a firm structure for staff to plan for children's individual progress. Parents are invited to spend time in the setting, share in their children's activities and are well informed of their children's progress. This helps parents continue with their children's learning when they return home. Children have fun as they play outdoors and learn about the world around them. They use a nearby forest school area and enjoy energetic play. Children are well prepared for school because they develop a broad range of skills across all areas of learning as result of good quality teaching and support.

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

Children enjoy their activities because they feel valued and develop a strong sense of belonging. Children settle into the setting easily because staff carry out home visits before they start and ensure they have a thorough understanding of children's individual needs. This enables children to quickly develop trusting relationships with staff and rapidly gain confidence. Children behave well as staff are skilled at offering explanations and are positive role models. This helps children form friendships with each other and eagerly take responsibility. The premises are well organised so that children move freely between the two rooms, further developing their confidence. They become independent as they put on their coats and hats before they play outside and happily share activities with each other. Children learn about healthy eating as they enjoy fruit and healthy drinks during snack time.

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

Staff understand their safeguarding responsibilities well and demonstrate a strong focus on safeguarding and staff understand what action to take if there are concerns regarding children's welfare. Staff are well supported in their professional development through regular training and sharing of positive teaching methods, and observations of each others practice. Staff, however, have not yet extended their sharing of positive practice with other early years settings that children attend to further improve teaching. Effective monitoring of the activities and educational programme identify strengths and weaknesses and extend learning opportunities. Strong links with the host school help children transfer there smoothly due to the effective exchanges of information between staff and teachers. Parents speak very highly of the quality of the setting and their children's learning.

Setting details

Unique reference number	258824
Local authority	Dudley
Inspection number	867133
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	48
Name of provider	Lutley Kindergarten Committee
Date of previous inspection	20 January 2009
Telephone number	0121 5013846

Lutley Kindergarten was registered in 1984 and is managed by a committee. It operates from Lutley Community Centre on the site of Lutley Primary school in Halesowen. The setting employs four members of childcare staff, of whom three hold appropriate early years qualifications at level 3. The setting opens from 8.45am until 11.45am Monday to Friday and from 12.15pm until 3.15pm Monday and Tuesday term time only.

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