

# Lutley Kindergarten

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



<b>Inspection date</b>	16 November 2018
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The management team has not provided Ofsted with details of all members of the committee. This means that they do not hold appropriate suitability checks.
- Staff do not consistently provide a rich range of opportunities to further extend children's learning in some aspects of their mathematical development.
- The manager does not incisively monitor the quality of staff practice to help to raise the quality of teaching and play experiences to an exceptional level.

### It has the following strengths

- Staff place a strong focus on promoting children's communication and language and their listening and attention skills.
- Staff skilfully support children to enjoy books and use their favourite stories well to promote children's learning.
- Staff know children and their families well and place a clear priority on promoting children's personal, social and emotional development.
- Teaching is good and children make good progress from their starting points. Staff work closely with parents and offer good guidance to parents to help them to support children's progress.
- There are effective systems in place to help to prepare children for their move on to school. Staff share information with other settings that children attend to help to support their emotional well-being and education.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with relevant information, so that suitability checks can be completed for all members of the committee.	30/11/2018

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

- provide a rich range of opportunities for children to explore mathematical concepts, such as quantity, calculation and measurement
- monitor incisively the quality of staff practice to help to raise the quality of teaching and play experiences to an exceptional level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and some of committee members. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of leadership and management requires improvement

The management has failed to ensure Ofsted have received all information required to complete suitability checks for the newly recruited committee members. Although this is a breach of the legal requirements, the impact on children's welfare is minimal. This is because the committee members do not have direct contact with children. Staff benefit from regular staff supervisory sessions and staff meetings and are clear about their roles and responsibilities. There is a well-focused action plan in place to help to develop the service even further. The arrangements for safeguarding are effective. Staff have a strong understanding of the possible indicators of abuse and neglect and the procedure to follow to share any concerns about children's welfare. Staff carry out daily checks to ensure the premises are safe, clean and suitable. Parents report high levels of satisfaction. For example, the progress their children make and how well staff meet their children's individual needs impresses them.

### Quality of teaching, learning and assessment is good

Staff plan an interesting range of activities around children's interests to capture their curiosity. For example, staff use children's holiday destinations to help them to learn about the wider world and diversity. They place a strong focus on teaching children about the natural world. Children learn about changes in the natural environment as they consider the changes through the seasons. They learn about the importance of caring for wildlife and about recycling. Staff use stories and books well to reinforce children's learning which are often linked to their interest and the topics. Staff skilfully teach children about early phonics through the letter of the week. For example, children thoroughly enjoy naming the objects that begin with the chosen letter of the alphabet.

### Personal development, behaviour and welfare are good

Staff place a strong focus on teaching children about the codes of behaviour in place to keep them safe. For example, staff teach children about road safety and the importance of wearing their high-visibility jackets as they take their weekly walk to the library. Children behave well and listen and respond well to changes in the routine and independently access the snack bar during the session. Staff teach children about the importance of washing their hands to prevent the spread of infection. Children learn about the importance of including fresh fruits and vegetables in their diet and limiting high sugar foods. Staff have close relationships with children and children enjoy their interactions.

### Outcomes for children are good

All children make good progress and are well prepared for school. Children show a real fondness for stories and enjoy looking at books independently. Children begin to question why things happen. For example, children compare how food changes when it is heated during cooking sessions. Children enjoy caring for the various fresh produce they have planted, such as the strawberries, potatoes and runner beans and the various flowers. Children show an interest in counting and recognising numbers as they play and during whole group sessions. They build and construct with a range of construction toys. Children easily adopt roles in the role-play area and co-operate well during their play.

## Setting details

<b>Unique reference number</b>	258824
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10070250
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Lutley Kindergarten Committee
<b>Registered person unique reference number</b>	RP526668
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	0121 5013846

Lutley Kindergarten 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 five members of staff. Of these, four hold an early years qualification at level 3 and one holds a qualification at level 2. The setting opens from 8.45am until 11.45am, Monday to Friday, and from 12.15pm until 3.15pm, Monday to Thursday, term time only.

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.

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