

Lutley Kindergarten

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



Inspection date	24 May 2019
Previous inspection date	16 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
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

This provision is good

- The experienced and dedicated manager works closely with the enthusiastic staff team to help drive continuous improvement.
- Teaching is good. Staff place a strong focus on promoting children's listening and attention skills and provide ample opportunities for them to speak and enjoy conversation.
- Staff provide a rich range of activities for children to explore mathematical concepts and children confidently use mathematical language as they play.
- Staff have positive relationships with parents and use a good range of strategies to get them involved. They offer useful suggestions on how they can support their children's learning at home.
- Staff value all children as individuals and know their personalities, preferences and family backgrounds. They offer good emotional support to help them settle and take part.
- Staff provide a good range of opportunities to engage children in physical activity and to help them learn about the importance of maintaining a healthy lifestyle.
- Staff do not always provide enough challenge during activities for the most able children to help them make the best possible progress in their learning.
- The manager does not identify very precisely the progress groups of children make, such as boys, to help close any gaps in their learning rapidly.

What the setting needs to do to improve further

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

- provide the most able children with consistently higher levels of challenge during activities to help them make the best possible progress
- enhance the monitoring of groups of children's progress in order to identify where boys' learning can be enhanced further to help them make rapid progress in their learning.

Inspection activities

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

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of leadership and management is good

Good progress has been made since the last inspection. There are robust vetting systems in place to ensure committee members are suitable. The manager works closely with the committee to ensure roles and responsibilities are clear and the smooth running of the setting. Arrangements for safeguarding are effective. Staff have a clear understanding of child protection issues and the procedure to follow if they have a concern about a child. The manager has a good overview of staff practice and provides ongoing coaching and regular staff supervision sessions to build on their practice. They also benefit from regular training opportunities to help update their skills and knowledge. Parents report they appreciate the guidance and support they receive to help prepare their children for school.

Quality of teaching, learning and assessment is good

Staff use children's own experiences and their interest in the natural world and the local environment as a good base to motivate them to learn. For example, staff provide meaningful first-hand experiences for children to explore their natural environment and learn about the changing seasons and animals. Staff provide good interventions for those children who are identified as needing additional support. They benefit from small-group work to help close gaps in their communication and language skills. Children thoroughly enjoy sessions where they sort big and small objects in a range of creative ways. Staff provide ample opportunities for children to write and make marks as they play. For example, children are busy pretending to write letters and put them into envelopes. Others use marks on the ground with chalk to show how many times they have gone down the slide.

Personal development, behaviour and welfare are good

Staff place a sharp focus on increasing children's independence and self-help skills. For example, children competently find their name, select utensils and serve their food and drinks at the snack table. Children know fruits and vegetables are good for them and high-sugar foods should be limited. They behave well and respect each other and the rules in place. For example, children know they can only have a maximum of eight children in the outdoor classroom area. Children enjoy taking on extra responsibility as the nominated helper for the day. Staff help children learn about the role of the emergency services and how to keep safe. They support children to take controlled risks as they play on the outdoor play equipment.

Outcomes for children are good

All children, including those receiving additional funding, make good progress and are well prepared for school. Children show a real interest in mathematical concepts as they build and measure the enclosures they make for the animals. They learn how to measure time with the sand-timer and show a interest in numbers and counting. Children show sustained levels of interest during whole-group sessions and are keen to talk and share their ideas. They show a secure knowledge of early phonics as they consider what words begin with the chosen letter of the alphabet.

Setting details

Unique reference number	258824
Local authority	Dudley
Inspection number	10085841
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	24
Number of children on roll	44
Name of registered person	Lutley Kindergarten Committee
Registered person unique reference number	RP526668
Date of previous inspection	16 November 2018
Telephone number	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, West Midlands. 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 on Monday to Friday, and from 12.15pm until 3.15pm on Monday to Thursday, term time only.

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