

Loseley Fields Children's Centre

Inspection report for early years provision

Unique Reference Number	EY349281
Inspection date	25 June 2008
Inspector	Maureen Croxford
Setting Address	Lowsley Fields Primary School, Green Lane, GODALMING, Surrey, GU7 3TB
Telephone number	01483 419325
E-mail	
Registered person	Governing Body of Children's Centre
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Loseley Fields Children's Centre opened in 2007 and there are currently 50 children on roll, of whom 21 are educationally funded. It operates from a converted primary school in the village of Binscombe, Godalming, Surrey. The provision serves the local area and surrounding villages. Children attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties, physical disabilities, and who speak English as an additional language. The group opens five days a week, 50 weeks a year. Sessions are from 08.00 until 18.00. There are eight staff working directly with the children, all of whom hold a qualification to at least NVQ Level 3 and a teaching qualification. The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff demonstrate an excellent awareness of health and safety issues and follow the provision's well written health and hygiene routines. This ensures that children are cared for in a well maintained and clean environment. For example, staff ensure all surfaces and equipment are clean and hygienic by using antibacterial cleaners. Children's good health is promoted as staff remind them to wash their hands after using the toilet and before snack time.

Children are provided with a midmorning snack of water, milk and fruit, as agreed with parents and carers. Staff plan exciting and interesting topics with regard to healthy eating, which helps children to learn about the importance of following a healthy and varied diet. Meal times are used as regular and purposeful periods and time is planned for children and staff to be able to enjoy these as social occasions. Staff prepare bottles that have been sterilized by parents for young children and all foods are stored appropriately.

Staff create opportunities for children to enjoy a wide range of physical equipment with confidence and ease. Children develop a positive attitude to physical exercise and benefit from the very well planned sessions in the base rooms and fully enclosed gardens. Children enjoy playing outside, including physical exercise using large equipment and quieter activities such as chalking on blackboards. All children are developing a good sense of spatial awareness, as they move around the setting with increasing confidence.

Staff have an excellent understanding of how young children develop, which contributes to their good health and physical development. They plan suitable activities for younger children to gain control of their bodies and acquire greater physical skills. The accident and medication records are complete and are signed by parents or carers. Children are reassured and taken good care of if they are unwell or have an accident, as all staff hold current first aid certificates.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises provide appropriate space to offer a wide range of activities, which promote the children's development. The garden areas offer children a very safe area for outdoor play. Staff make excellent use of all available areas, including the large outside areas and the hall. Good safety features are in place, such as, secure, fully enclosed play areas. However, children in the baby room are able to open the door leading into the corridor which leads to the room for older children.

Children feel extremely welcome as staff greet them and their parents at the entrance hall. They are very happy as they settle quickly into their chosen activities. Staff ensure that children feel valued as they display their artwork attractively in all areas of the provision. Children proudly show their work and discuss their achievements, for example, the growing of flowers in raised beds.

The premises provide appropriate space to offer a wide range of activities, which promote the children's development. Children are able to access their own resources and toys with ease and in safety, in all areas. A good range of furniture is provided, including child sized tables and chairs, soft furnishings and baby equipment.

Hazards to children are reduced as staff carry out regular risk assessments of the premises to minimise identified risks. All equipment is checked and cleaned regularly and staff ensure it conforms to safety standards to protect the children. Children learn to keep themselves safe as staff discuss the provision's rules with them. They are discovering that the provision has boundaries and limits, for example, they understand that they should not run in the base rooms. Clearly defined procedures for the emergency evacuation of the building are understood by staff, who carry out and record regular fire drills.

Children are protected because all staff understand their role and responsibilities in safeguarding children. Appropriate procedures, which staff put into practice when necessary, are readily available to parents. The manager is the designated person with regard to child protection issues and staff understand the importance of confidentiality.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy the extremely stimulating range of resources and experiences provided by staff, who plan a broad range of activities which enhance the quality of experiences offered to all children in their care. They carefully observe and record what children are able to do, which helps staff identify significant steps of achievement and shows what a child understands and is able to achieve. Activities are evaluated to ensure the individual needs of all children are met and their welfare promoted. Children benefit from staff working closely with parents and outside agencies, including the staff from the primary school and a mentor from the local authority. This helps to secure children's sense of belonging and emotional wellbeing.

Staff help children to develop positive relationships with their peers and respect their opinions. Children build warm relationships with all staff, who know them well, and offer them praise and encouragement for positive behaviour, such as, sharing. Staff meet the children's needs through appropriate interactions which helps to promote their self-esteem, including good eye contact, conversation, listening to what they have to say and cuddles. They provide a warm and secure environment in which children are able to develop their confidence and independence.

Children receive many worthwhile opportunities to use all of their senses to explore a wide range of textures and media, such as sand, water, cooking and dough. Children enjoy experiencing different textures while playing with water, paint and sand. Staff plan many exciting opportunities for all children to use their imagination. The children thoroughly enjoy using the home corner with a wide range of resources, some of which represent different genders and cultures.

Nursery Education

The quality of teaching and children's learning is outstanding. Children are making excellent progress towards the early learning goals and engage in a wide range of experiences and activities covering all areas of learning. This is recorded in photographs, children's work and written observations, which link well into the different areas of learning. The nursery staff are extremely well qualified and experienced, and use their extensive knowledge of the Foundation Stage to plan an extremely stimulating curriculum. As a result, children are well motivated and make excellent progress in their learning.

Staff complete an initial child profile which covers the early learning goals. They monitor children's progress effectively. Planning takes into account the starting point of each child,

what more able children can do and how they will be sufficiently challenged. Good procedures are in place for children with learning difficulties, enabling them to make very good progress towards individual targets.

Children are becoming increasingly self-assured and are confident enough to try new activities and speak in a familiar group. They play well together, develop very good relationships with staff and their peers, and are sensitive to the needs of others. They cooperate during play, taking turns and negotiate which equipment they wish to use. Staff actively encourage children to work together in groups to enable them to relate to their peers. Children are very polite, for example, saying 'please' and 'thank you' when offered drinks and snacks.

Children are interested in their activities and show good levels of perseverance and concentration, for example, when making a 'dinosaur island' in the water bath using gravel and grass. They find and use resources from the base room to enhance their play. Children have an excellent attitude to learning and are purposefully engaged. Activities and resources are easily accessible to children, which enables them to make choices about their play. Children are learning to dress and undress independently, for example, putting on their shoes.

Children interact very well with their peers and staff and take turns in conversation, for example, two children playing in the home corner take turns, share resources and respect each other's ideas. Children practise early reading and writing skills and are beginning to link sounds to letters. Staff encourage them to mark-make and several children use recognisable letters when writing their own name. Children are beginning to use a pencil and hold it effectively to form recognisable letters.

Excellent visual aids are available to children, including name labels and photographs. Staff encourage children to explain what they are trying to achieve and to reflect on past events. Children have very good access to a wide range of books including reference and fiction. They listen avidly to stories, which are very well read by staff, who extend their vocabulary, which results in children exploring the meaning and sound of words.

Children count independently with confidence during daily routines and everyday activities. They say and use numbers in order and in familiar contexts. Children are beginning to use one number name for each item they count and some select the correct numeral to represent a number of objects. They use appropriate language, such as, more than, less than, smaller and bigger than, when digging up the potatoes. They are able to recognise simple shapes easily, such as, circles, triangles, squares and cubes when playing with the large blocks. Staff support children and encourage them to compare and calculate during everyday activities.

Children receive many well planned opportunities and activities to investigate materials and objects by using all of their senses. They find out about some features of living things, for example, growing and caring for plants and caring for the tadpoles and fish.

Children use questions to discover and gather information about how things work. They are beginning to describe their own observations. Children have sufficient time and appropriate materials to explore different methods of designing and building using a range of materials and techniques. They have very good access to computers and programmable toys, which enables them to develop their keyboard and mouse skills effectively. Planning shows that children receive many opportunities to develop their understanding of the local community.

They enjoy a wide range of planned, challenging physical play opportunities both inside and outside, including travelling over and through climbing and balancing equipment. They are

able to adjust speed and change direction to avoid obstacles and mount steps and climbing equipment easily. They are developing increasing control when using equipment for throwing, catching and peddling.

Children receive many opportunities to explore texture, colour and shape. Children use glue sticks, paintbrushes, scissors, chalks and pencils with confidence, which helps to develop their manipulative skills. Children enjoy many worthwhile activities, which allow them to use their imagination in role-play, art and music. They enjoy singing simple songs and nursery rhymes.

Helping children make a positive contribution

The provision is outstanding.

Staff provide an extensive range of resources and activities to promote a positive view of the wider world, for example, through topics such as Christmas, Chinese New Year and Easter. Good displays, planning and photographs show that children are offered many opportunities to find out about other cultures and religions. Staff use resources including books, role-play and dolls, which reflect diversity to help children appreciate and value each other's similarities and differences. All children in the nursery are valued and respected as individuals by staff, who take great care to ensure that all children are included. Children benefit from the very well planned activities and an extensive range of resources.

The provision has very good procedures in place to offer support to children with learning difficulties, physical disabilities and children who speak English as an additional language. Staff are extremely proactive in supporting children with individual needs, which develops their sense of belonging and their self-esteem. Staff work closely with parents and carers to ensure that children's individual needs are met.

Children's behaviour is very good and they recognise the difference between right and wrong. Staff help children to be polite, considerate and understand why some behaviour is not appropriate. As a result, children know what is expected of them and show high levels of confidence and self-esteem. Children show care and concern for each other and play together cooperatively, sharing, taking turns and assisting one another. Staff praise and reaffirm their achievements, guiding their social and moral values.

The partnership with parents and carers is outstanding. Parents actively contribute towards their children's learning and development because they are fully informed of the daily activities. The provision implements a highly effective induction session and offers parents and carers well written information, which includes the policies and procedures. Further information offered includes guidelines for parents, a prospectus, a regular newsletter and notice boards. Children's spiritual, moral, social and cultural development is fostered.

Parents and staff regularly discuss the progress of all children using the children's assessment records. They also share information informally on a daily basis as staff make time to talk to parents. Systems are in place to ensure that all parents' comments and concerns are noted. This lists the steps to be taken if a parent has a complaint.

Organisation

The organisation is good.

All staff hold appropriate childcare and teaching qualifications, and all have experience of caring for children. The on-going training programme contributes to the children's development,

health, safety and wellbeing. Staff work well as a team and have a clear understanding of what is expected of them on a daily basis, which helps to promote positive outcomes for children.

Children make very good progress in their learning due to the experience of the staff who extend activities naturally. Staff organise the daily routines and layout of the room appropriately. They ensure that children are well occupied and engaged with many worthwhile play opportunities.

All required documentation is in place, up-to-date and shared with parents, where appropriate, including records, register, and accident and medication records. All policies and procedures are readily available to staff and parents.

The leadership and management of the nursery education is outstanding. The management team are responsible for the day-to-day running of the nursery and have an excellent understanding of the requirements of the registration and inspection process. They have ensured that all those working with children in receipt of funding for nursery education have good knowledge of the curriculum guidance.

The managers closely monitor the quality of teaching, which helps to ensure consistency. Staff are encouraged to attend training to meet the needs of the staff and the nursery. The management are committed to improvement of the care and teaching provided for the children, and strongly support the staff. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

This is the first inspection since registration.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all areas of the nursery are secure and that children are unable to move between base rooms unnoticed by staff.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk