

Alston Lane Out of School and Nursery

Inspection report for early years provision

Unique reference number EY408291
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Inspector Janet Singleton

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Alston Lane Out of School Club and Nursery is a limited company by guarantee and was re-registered in 2010. It operates from the scout hut in the grounds of Alston Lane school, Longridge. The provision serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term-times with the morning session from 9am until 11.30am, lunch time is 11.30am until 12.45pm with the afternoon session from 12.45pm until 3.15 pm. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the nursery at any one time. There are currently 31 children on roll who are within the early years age group. The setting provides both a before and after school facility.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides the free entitlement for early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of child care staff. Of these, five hold appropriate early years qualifications at level 3 or above and the manager at level four. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have good relationships with children and parents. They effectively use observation, assessment and planning to support children in making good progress in their learning. The learning environment is fully inclusive, safe and secure, positively promoting children's independence and their good behaviour. Equality and diversity is promoted, resulting in good outcomes for all children. All required policies and procedures are very well maintained and regularly reviewed. Partnerships with others are good. Those in charge are committed to the evaluation of the setting, resulting in the identification of realistic and achievable action plans for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the systems for involving parents more closely in the identification of their children's progress towards the early learning goals to ensure they are fully informed of the framework against which their children's progress is being monitored

- embed the processes for the sharing of relevant information where children receive care and education in more than one setting to ensure consistency and coherence in their learning.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as practitioners are aware of the action to take to protect a child. They are confident of whom to report any concerns to and of the comprehensive supporting procedures in place. These policies include the telephone numbers of the appropriate agencies regarding child protection. Robust recruitment, vetting and induction procedures, contribute to ensuring practitioners are suitable to work with the children. Through the induction procedures, training and team meetings, the practitioners' on going suitability is monitored and assessed, to further safeguard children. The provision has in place all required policies and procedures to support the efficient and safe management of the setting. Risk assessments for indoors, the outside provision and for outings, are completed to maintain a safe learning environment.

A very well planned, welcoming environment is provided for all children, covering the areas of continuous provision effectively, to ensure children are able to enhance their own play. Good quality resources are accessible to the children and support their learning and development as well as the activities provided. The staff promote equality and diversity as they build children's understanding of the differences and similarities of people. This is achieved by providing an inclusive environment in which children delight in making choices and decisions regarding their play.

Parents and carers are welcomed into the setting and meaningful and effective relationships are established, with comprehensive information, regarding the setting and children's learning and development, being shared. However, parents are not made fully aware of the Early Years Foundation Stage statutory framework to ensure they are informed of its purpose and aims. Relationships with other agencies are good and they are proactive in building relationships with them, however, these are currently being developed and not yet embedded. The management team is committed, enthusiastic and positive about change to improve outcomes for all children. The effectiveness of embedding ambition and driving improvement is good, as they have a clear and realistic view of the service they offer. This enables them to devise clear action plans to develop the service, for example, the revamping of the outdoor area and changes to the planning system for all children.

The quality and standards of the early years provision and outcomes for children

Practitioners have good relationships with children supporting them effectively in their learning. Through the good quality observations and tracking of children's progress towards the early learning goals, means their individual learning and

development needs are identified. The practitioners support children by offering them a broad and purposeful range of activities and topics, resulting in children making good progress in the areas of learning. Through the regular reviewing and evaluating of their practice, this enables practitioners to constantly develop the interesting experiences provided for the children. Recent changes to planning to reflect children's interest and learning, have further improved the processes for the meeting of children's individual needs.

Children form warm and trusting relationships with staff, supporting their sense of security as they feel free to change activities and move throughout the setting with confidence. They demonstrate very good behaviour patterns and are fully aware of the need to share, as they negotiate their play within the home corner, sharing resources and playing cooperatively and harmoniously together. Practitioners sensitively support children, playing with them and assisting them at their level. Practitioners are good at interacting with the children and encouraging them in extending their thinking. They offer sensitive support and make good use of open ended questioning, for example, 'what do you think might happen' and 'what do you think this might be' as they play. This results in children being happy and enthusiastic learners.

The exciting and motivating learning environment is continued outside and children continue their learning outdoors. They delight in riding wheeled vehicles, enjoying creating pathways and managing their vehicles to ensure they do not bump into any of their friends. They throw and catch the balls and delight in trying with the bats to coordinate their movements to hit the ball as they develop their physical skills and enjoy the fresh air and exercise. Children are provided with opportunities to mark make as they write their name, forming letters, usually correctly and mostly the right way round, as their early writing skills are developed. They sound out their name using their knowledge of early phonics to build those skills necessary to progress in their reading. Children sing at circle time, enjoying their singing with enthusiasm and delight. They confidently stand up to sing in front of the group, doing so with gusto. Those less confident children are supported at all times to succeed and take part in the group work providing an inclusive service.

Through good opportunities to count and problem solve, children learn about sequencing and early calculations. They count how many children are present for snack time, counting confidently up to 10 and some continue up to 16. They decide how many plates are needed and recognise that they need two more if they only have 14, beaming with delight when they get it right. This good practice builds children's confidence and self-esteem, valuing their contribution and allows for them to practice their maths and problem solving skills in a real situation.

The children have a good understanding of how to keep themselves safe and healthy as they actively take part in planned topics and observe the good practices of the staff. They know they need to wash their hands, with older children demonstrating their competence in attending to their own personal needs, exhibiting their good self-help skills. They enjoy the healthy snacks provided and talk about what makes you strong and what is good for you, as they learn about what makes a healthy body.

The children are cared for in a stimulating environment, in which their individual needs are planned for, as they make good progress towards the early learning goals and develop those skills necessary for their future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met