

# Lytham Hall Park Nursery School Limited

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY236574
<b>Inspection date</b>	02 October 2007
<b>Inspector</b>	Lesley Sharples
<b>Setting Address</b>	Hall Park CP School, South Park, Lytham St. Annes, Lancashire, FY8 4QU
<b>Telephone number</b>	01253 738 864 and 01253 735 179
<b>E-mail</b>	
<b>Registered person</b>	Lytham Hall Park Nursery School Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 outstanding. 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?

Lytham Hall Park Nursery School opened in 1996. It is situated within Lytham Hall Park Primary School in Lytham St Annes. The registered provider is the committee. Facilities for children comprise of the nursery room for pre-school children and the Millennium hall, nursery room and reception classroom for out of school provision. There is an enclosed nursery area as well as the school outdoor playground and field for outdoor play.

Registration is for a total of 24 children aged two to five years in the nursery and a total of 48 children age from three to eight years in out of school provision. Older children also attend. There are 45 children on roll attending nursery of whom 35 are in receipt of nursery education funding. Children with learning difficulties and disabilities are supported, and children for whom English is an additional language.

The nursery opens during school term time each weekday from 09.00 to 15.30. Children attend for morning or afternoon sessions. Children may attend full days if they bring a packed lunch. The out of school operates each weekday during school term time between the hours of 15.30 and 18.00. There are 89 children on roll, of whom 35 are aged under eight years.

There is a core staff team of four, all of whom hold a recognised childcare qualification, who work in the nursery. Extra staff are employed to supervise children during the lunch hour, and they are also qualified. Five staff are employed to work in the out of school provision, of whom two are appropriately qualified. Membership of the Preschool Learning Alliance is retained, and advice, support and training is gained from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's health is fully protected by the meticulous way systems and documentation are in place to protect them regarding the administration of medication and accident recording. Full information is gained regarding any individual need and this is shared with the staff team to ensure compliance. Children's health is further promoted because a number of staff hold first aid and basic food hygiene certificates in line with current guidance. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness. Children are learning actively about their personal care which is significantly enhanced by their growing independence during their daily routine. They ably manage this because all facilities are fully accessible, such as disposing of their paper towels. This helps prevent the spread of infection.

Staff provide a range of extremely healthy and nutritious snacks which children enjoy. This includes plenty of vegetables and fruits and milk. Continuous access to fresh drinking water also ensures children are never thirsty. Especially notable are the opportunities for children to learn about how things grow, picking produce and helping to cook it. They try different tastes, such as blackberries they pick on a nature ramble and vegetables from their garden in soups. This inspiring learning helps children learn about foods which are good for them. Additionally, children also experience other various healthy foods, which they help to prepare as part of their planned activities. For example, making hummus and eating this with breadsticks. Visiting professionals, including a dentist and nurse, come in to talk with the children about foods and healthy teeth. This significantly promotes children's understanding and good health, and aids the development of both physical and mental growth. Children attending the out of school sessions are able to have healthy snacks and drinks whenever they choose during their play. They particularly enjoy making smoothies to drink.

Children benefit from exceptional opportunities to play outdoors. They go on puddle hunts in waterproof clothing and explore the frost and snow, so they experience most weathers. They have vast open spaces in which they enthusiastically use wheeled toys and go for exploratory nature walks. They fully partake in excellent experiences and on apparatus which supports their physical development, for example climbing, sliding and balancing. Traditional games, sports day, PE each week and the creation of the outdoor classroom extends learning opportunities so that children enjoy the benefits of fresh air and sunshine and this consistently keeps children healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in a very welcoming, vibrant and stimulating environment. It is kept secure whilst children are indoors and outside. The setting is warm and well ventilated, their artwork is displayed and they have personal space for their belongings which helps them feel

secure. Children are able to move freely around as different play opportunities are organised well and this allows good movement between activities.

Children benefit from the provision of safe, high quality furniture, equipment and wide ranging resources which are regularly checked and maintained. Children independently select activities that are safely stored on low-level shelves and in trays which are clearly labelled to promote understanding of where resources belong. They are learning to keep themselves and their environment safe by actively helping to put toys away and do this as part of their everyday routine. Parents contribute to the provision of exceptional resources to supplement already extensive provision, such as an interactive whiteboard and outdoor fort.

Children are kept safe because risk of accidental injury is minimised. Staff are extremely vigilant and use thorough risk assessments to reduce potential hazards both on and off the premises. Visitors sign in and everyone is accounted for on the premises at all times. The collection of children is fully monitored by only allowing children to leave with those persons known to staff and authorised by parents.

Children's safety and welfare is further assured as staff clearly understand the procedures for recording and reporting any concerns relating to child protection. The designated person has undertaken training and demonstrates knowledge and awareness of a range of types of abuse and neglect. The child protection statement includes relevant telephone numbers, procedures to follow if an allegation is made against a member of staff and up to date information regarding Local Safeguarding Children Boards. Staff are also aware of the government guidance 'What to do if you're worried a child is being abused'.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children gain exceptional benefit from thorough planning and provision of activities and play opportunities to support and develop their emotional, physical, social and intellectual capabilities. Planning links effectively to the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage so that individual children's development and learning needs are comprehensively met. All staff are involved in designing a programme of activities which are innovative and exciting and which clearly differentiate between the learning needs of younger children to those of older children.

Young children form significant relationships with their key person. Staff are skilful in providing thoughtful and interesting activities which capture children's interest and plan time for small group activities. For example, separate story times and absorbing games ensure time is given for individual attention and observations. They freely explore their environment, relishing opportunities for exciting creative and imaginative play, such as free painting, 'cosmic goo' and inspiring water and sand play. Young children also settle to enjoy books, mark making and being included in circle time activities; commencing their learning of colours, numbers, letters and shapes. Focused activities differentiate from those of pre-school children and this means that their learning needs are very well matched to their developing abilities.

### **Nursery education**

The quality of teaching and children's learning is outstanding. Staff plan a curriculum which is challenging, purposeful and innovative so that high expectations are placed on children. It covers all the six areas of learning and indicates the intended outcome so that children are

supported in progressing along the stepping stones. There is an excellent balance of adult-focused and self-initiated activities within the planning. Consequently, children have the freedom to initiate their own play and try out new experiences for themselves. This is because the learning environment is vibrant and stimulating and enhances their learning opportunities.

Children's developing confidence and self-esteem is exceptionally well promoted. They eagerly talk about items of interest brought in, such as objects relating to blue and red and matching them to the corresponding table. Children also talk about items of nature, as they contribute to circle time, and about changes in colours of leaves as well as evergreens. Staff praise children and encourage active participation with open questions, for example 'tell us where these came from?' This promotes children's confidence in talking in front of others and extends their understanding of the current topic themes. Staff successfully focus on children's personal, social and emotional development at the beginning of the school year through innovative activities. They encourage children to talk about home when designing their family tree using photographs, and this helps children settle and aids staff in getting to know the children. Children are developing their sense of humour, they laugh heartily when a member of staff calls them 'miss' or 'mr' in a different voice, to make lining up for the bathroom fun.

Children are gaining a strong understanding of numbers, letters, shapes and colours. They have rich sources of reference within their environment and staff give careful consideration to clear and consistent lettering and numbering. They spend time together at the white interactive board, focusing on a letter sound which staff encourage children to identify during play. This means that children are surrounded by good examples which reinforces their learning from other means, such as stories, mark making, games and questioning. Children express their enjoyment of coming to the nursery and are confident with adults in discussing what they are doing, such as when dressing as a princess and talking about the crown. Story telling is exceptional and captivates children's interest and love of the written word. Excellent visual aids are used when children act the parts of a story, narrated by a member of staff. This brings the story alive and all children are absorbed and included in repeated phrases, such as 'they pulled and pulled'.

Children are learning well about technology. They are adept in using the mouse for the computer and persevere with this because they are given time to do so. They play knowledgeably within their imaginative play, turning the oven on to cook their pizza. They are making sense of the world around them, as well as their own communities, through inspiring activities, such as a visiting vet and wonderful opportunities for discovering and looking after living things. They enjoy growing flowers and vegetables from seeds and caring for them. They are excited in finding small creatures by using a magnifying glass, binoculars and a telescope. Continuous opportunities for creative experiences are offered in both indoors and outdoor classrooms. Children express themselves with various mediums and make natural collages, print with blocks and enjoy the 'fruit salad' water play. Craft activities are ingenious, such as the hand mirror they make, assisting children in talking about themselves.

Children are making wonderful progress in relation to their starting points because initial assessments are made at the beginning of term. Staff know about children's attainment on entry, using information requested from parents. As a consequence, the educational programme is appropriate from the outset, resulting in children who are motivated and inspired in their learning. Information gained from observation and assessments is used to help move children to the next stage in their learning. This ensures they make excellent progress along the stepping stones and gives a clear picture of individual progress and achievements towards the early learning goals.

Children attending the out of school provision are able to influence their sessions and their contributions are valued. They are invited, through questionnaires, to inform of what they would like to do as well as through daily opportunities for choosing from a well stocked cupboard of games and other activities. They play happily with a wide range of resources and especially enjoy games, such as catching butterflies being blown out of an elephant's trunk, drawing and using malleable materials. Vigorous play outdoors and quiet activities allow children wide choice to settle and change when they wish. They are happily engaged throughout the session. Planning by staff ensures variety during the week so children are never bored.

### **Helping children make a positive contribution**

The provision is outstanding.

Children thrive in the nursery's caring environment. All are individually welcomed and play a full part in the nursery because staff value and respect their individuality and family context. Children gain a positive view and understanding of diversity as staff provide a selection of meaningful activities and resources. For example, they have access to appropriate role play items, books and musical instruments. Planned topics incorporate experiences for children to learn about themselves and others in the wider world. This successfully ensures children's spiritual, moral, social and cultural development is fostered.

Support for children with learning difficulties and disabilities is successfully focused on the setting's policy. Designated staff have had training on the revised Code of Practice and they know how to signpost parents to appropriate professional advice if necessary. As a result, children's needs are effectively met. Resources and activities are adapted well to ensure that children with additional needs can fully take part in the daily routine, for example, resources to assist with language skills, large balls and wedge shapes to sit on. Children with English as an additional language are supported well because staff work with parents to help settle children and find out significant words.

Positive interactions from staff promote children's self-esteem. Simple rules are displayed, such as illustrating 'kind hands, kind feet, kind voices'. Children receive ongoing praise and encouragement for their efforts, for example, recognising an achievement or contributing to circle time. Children respond positively to this. Stickers are awarded and placed on a chart to identify what the award is for, therefore promoting positive behaviour. Older children in the out of school session are involved in defining the boundaries as they help to draw up some basic ground rules. This ensures they feel involved and as a result they take responsibility for their behaviour. All children's understanding of right and wrong is increasing as they are reminded to be polite or patient. Consequently, their behaviour is exemplary.

Partnership with parents and carers is outstanding. Parents receive excellent information about their children's progress and achievements on a regular basis, both verbally and in writing. For example, 'weekly news' informs of what activities children are doing, such as songs, stories, colours, numbers and letter sounds. Therefore, parents can continue the learning at home if they wish. Parents are invited to contribute to initial and ongoing assessment in achievement files, which assists in helping children make progress. This ensures they are fully informed about what their children do and learn in the setting and what it has to offer. Parents and grandparents take an active part in aspects of the nursery. They enjoy being a helper or sharing their enthusiasm with children in the nursery garden.

## **Organisation**

The organisation is outstanding.

Children's care is greatly enhanced by the exceptional quality of organisation and the outstanding leadership and management of nursery education. The setting is organised to maximise play opportunities and experiences both indoors and outside. All mandatory documentation which contributes to children's health, safety and well-being is in place and regularly reviewed.

The adult-child ratio positively supports children's care, learning and play. Contingency arrangements ensure continuous levels of supervision are in line with the requirements in the National Standards, and support staff for administration allow the manager and staff to work directly with children. The manager leads a strong team who are highly regarded and praised for their commitment to their work. For example, she states all staff are excellent story tellers and a member of staff bought a ladybird house whilst out shopping to enhance the current topic. This means that staff share a common understanding of good practice which benefits all the children receiving early education. Children benefit from a staff team who are all highly qualified and skilled, and whose personal development needs are identified and catered for by ongoing monitoring of their training records so that knowledge and skills are updated. This includes first aid training which is currently being updated for a number of staff.

The leadership and management are outstanding. The provision is managed and monitored effectively because the manager implements ongoing reviews and evaluation of the provision and the Foundation Stage curriculum. Consequently this leads to improvements in the organisation of nursery education and the outcomes for children. For example, recent changes in planning have been implemented and future projects for resources identified. As a result, children's learning is suitably enhanced and this contributes to their progress towards the early learning goals. Staff are committed to promoting an inclusive environment in which every child matters and this works effectively in practice because they all enjoy themselves and spend time meaningfully engaged. Children therefore feel valued and supported in their learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection it was agreed to extend procedures relating to outings and allegations of abuse against a member of staff and improve the medicine administration record keeping system. Clear evidence was required to show staff have been appropriately vetted, and to continue to work towards at least half of the staff holding a level two qualification and to review the availability of equipment in the after school club.

All improvements have been fully implemented, which significantly enhances the care and welfare of children attending both the nursery and out of school sessions. Policies and procedures fully reflect the requirements and are used in practice. Staff records hold evidence of clearances for suitability, all staff are qualified in the nursery and half the staff qualified in the out of school. Resources for children are plentiful and available to children attending the out of school, including outdoor equipment.

## **Complaints since the last inspection**

Since the last inspection 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.

## **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 outstanding. 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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

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

#### **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](http://www.ofsted.gov.uk)