

Lytham Hall Park Nursery School Limited

Inspection report for early years provision

Unique reference number	EY236574
Inspection date	05/02/2009
Inspector	Andrew Clark
Setting address	Hall Park CP School, South Park, Lytham St. Annes, Lancashire, FY8 4QU
Telephone number	01253 738 864 and 01253 735 179
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Lytham Hall Park Nursery School is run by a voluntary committee and opened in 1996. The nursery and out of school club operate from the nursery room and Millenium Hall in Lytham Hall Park Primary School, Lytham St Annes. A maximum of 30 children aged two to five years may attend the nursery at any one time. The out of school club has 48 places for children aged three to 8 years. There are currently 52 children on roll at the nursery of which 44 are in receipt of funding for nursery education. There are 103 children on roll at the out of school club. The setting supports children with learning difficulties and/or disabilities as well as children with English as an additional language. The nursery is open each weekday from 08.45 to 15.30. The out of school club is open from 08.00 to 08.45 and 15.30 to 18.00. Both operate in term time only. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

There are eight members of staff, including a bursar in nursery. Of these, one member of staff holds qualified teacher status and all other staff hold a level three qualification. The nursery has achieved 'Steps to quality' quality assurance scheme status.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Lytham Hall Nursery School is fully inclusive providing outstanding support to children with English as an additional language and those with learning difficulties and/or disabilities. The setting provides an outstanding range of learning opportunities which meet the needs of the children in its care very well. The leaders undertake rigorous analysis of all the setting's provision and work closely together as a professional team. The nursery has built on the outstanding features of the last inspection and is very well placed to continued to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to pursue the training and development aspects of the current action plan to further build on the high standards.

The leadership and management of the early years provision

Leadership and management are outstanding. The manager and her staff have excellent procedures to monitor and improve all aspects of their provision. There is a very robust system of self-evaluation and this forms the basis of a sharply focused action plan for future improvement. For example, continued training and

development has been identified to further build on the high standards. The manager and committee make excellent use of the available budget to ensure very good levels of resourcing, including well trained staff and a wide range of information and communication technology. Responsibilities are delegated well to staff and the role of the special educational needs coordinator has a significant impact on the quality of inclusion and support.

There are very rigorous systems for ensuring staff and volunteers are suitable people to work with children. Regular risk assessments are carried out and premises are secure. There is a good ratio of adults to children. The quality of record keeping is outstanding.

The nursery has an excellent relationship parents and others. Parents are very well informed through the weekly planning newsletter, the setting's web site and regular questionnaires. Their views and concerns are promptly acted upon. Very good links with the primary school ensure that information on children's welfare and achievement is effectively shared and individual development promoted. The specialist skills of a dance and music teacher bring children's learning to life.

The quality and standards of the early years provision

Children make outstanding progress in all areas of learning in both the nursery and the out of school club. There is an excellent emphasis on helping children become independent and to make decisions for themselves. As a result children are very happy and enjoy all their learning experiences. Children have full access to a wide range of activities throughout the sessions and quickly learn to make decisions about what to choose. The nursery makes excellent use of strong themes to make learning relevant to the children. The activities are practical and exciting. For example, the children's observations of winter birds feeding in the outside garden area led to vibrant large scale paintings of robins and blue-tits. Counting and matching skills are developed through collage and picture work on polar bears and penguins as part of an Arctic theme.

The children's development of early literacy and numeracy skills are extremely well developed through well planned group activities looking at letters and numbers and involving many action songs and rhymes. There is a very good balance between tasks children choose for themselves and others which are guided by staff. The children's physical and creative development is very successfully developed by dance and music activities led by specialist staff and volunteers. Children have full and continuous access to the outdoors during and out of school times. Children plant, grow and eat their own vegetables supported by a grandparent volunteer. This makes an excellent contribution to their understanding of healthy living and personal development. Children's behaviour is very good because of the clear rules which they help to create and the very good reward systems of sticker ladders to celebrate success. There are good levels of staffing to ensure children are kept safe. The well planned induction procedures mean that children feel familiar with their key workers before they start regular attendance.

Planning and assessment procedures are of a very high standard. Information

gained from assessments is used effectively to inform planning and ensure that tasks are well matched to the children's learning and development needs. The information gathered on children's progress is shared regularly with parents and other providers. The planning is available to parents through the newsletter and web site and this allows them to provide strong support to the children.

The children's welfare is of paramount importance. There are very robust procedures for ensuring children play safely and cooperatively. Water is available throughout the day and children are encouraged to drink regularly. There is a clear policy encouraging children to eat healthily which is complimented by the food they grow for themselves. Frequent physical activity is encouraged throughout sessions and children have a very good understanding of the value of regular exercise.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.