



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139103

DfES Number: 525595

INSPECTION DETAILS

Inspection Date 09/12/2003
Inspector Name Caren Carpenter

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Lady Banke's Before and After School Club
Setting Address School House, Dawlish Drive
Ruislip
Middlesex
HA4 9SF

REGISTERED PROVIDER DETAILS

Name Lady Bankes Service Ltd 02673123

ORGANISATION DETAILS

Name Lady Bankes Service Ltd
Address School House, Dawlish Drive
Ruislip
Middlesex
HA4 9SF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Lady Banks Early Years Education Centre was opened in 1992. It operates from a premises located on the Lady Banke's school site and is situated within the London Borough of Hillingdon. The centre is registered to provide breakfast and after School care. The nursery has access to toileting and kitchen facilities.

The nursery is a member of the local Early Years Partnership and offers funded places for 3 and 4 year olds. The centre opens five days a week all year round from 8-00am to 6-00pm.

Twelve staff work with the children. All staff members hold relevant early years qualifications.

The centre serves the local community. There are currently seventy three children from aged two years to five years on roll. This includes seven funded three year-olds and two funded four year-olds. One child attends with special educational needs but is not funded.

Children attend full time and part time for a variety of sessions. The centre currently supports children with special educational needs and children with English as an additional language.

The breakfast club is run as part of the centre, who are operating a service of "wrap around care" for the children who attend the centre and the primary school.

The after school club is staffed by members of the nursery staff with a designated supervisor.

The after school club is also run as part of the centre and meets in the school canteen, a building that is adjacent to the nursery premises. It provides care for thirty two children from five years- old.

The premises used by the breakfast club provides a homely atmosphere for the children, prior to them going to school in the mornings.

The premises used by the after school club are spacious and have adjoining outdoor play space that the children use for physical play.

The centre receives support from the Early Years Childcare Development Partnership.

How good is the Day Care?

The nursery provides a good standard of care to the children

The group provides a very calm and stimulating environment, in which children's learning is promoted towards the early learning goals.

Children have access to a good range of toys and equipment, which support their learning. Staff provide opportunities for children, to select their own toys and activities and are able to initiate their own learning.

Staff are sensitive to children's individual needs and are available to offer support when needed. They plan, evaluate and review activities to ensure that the objectives for children's learning are achieved. They use an effective system for monitoring children's developmental progress.

During the inspection, I observed a group of children participating eagerly in a cooking activity. Staff encouraged each child to weigh out the ingredients, extending their language, communication skills and their mathematical development throughout the activity.

Children behave well, staff have high expectation of their behaviour and are confident in managing their behaviour. Staff work well together as team and plan activities to meet the needs of all the children. Staff are caring, supportive and have formed good relationships with children.

Staff give priority to children's safety at all times both in and outside the premises.

Partnership with parents is very good, they receive written information about the education programme and newsletters keep them informed of nursery events. However the educational programme is not displayed for parents to view. Parents are invited to attend an initial meeting when their children starting at the nursery at two years old, to discuss the education programme and the objectives for their children's learning. However parents do not meet again with staff to discuss their children's achievement until their children are three years old.

What has improved since the last inspection?

At the last inspection the nursery agreed to develop an operational plan to be available to parents and to include Ofsted details on their complaints procedure. The nursery has developed an operational plan which is readily available to parents. The complaint procedure now includes Ofsted address and telephone number and is on display for parents.

What is being done well?

- There is an effective assessment system in place to monitor children's assessment towards the early learning goals. Children have access to a very good range of learning equipment and toys.
- They are confident and are able to select activities and toys independently and initiate their own learning. Staff have good working knowledge of the early learning goals and are able to plan for the next step to each child's learning.
- Staff plan activities which provides sufficient challenges to all the children. They work directly with the children extending their learning very well during all activities.
- They have created a environment, which allows children to form good relationships with adult and their peers. As a result children are confident and motivated to learn.
- Children with special educational needs and English as an additional language are well supported by the staff.

What needs to be improved?

- Provide parents with regular opportunities to attend meetings, to discuss their children's written progress reports with staff.
- The education programme to be displayed for parents.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure parents have regular opportunities to attend meetings to discuss their children's written progress reports.

12	Ensure that the education programme is on display for parents.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The education programme at Lady Banke's Early Years Education Centre is very good. There is a good range of equipment and resources, which staff use well to support children's progress in all areas of learning.

They are making excellent progress towards their personal, social and emotional development. Staff are caring and promote children's confidence, allowing them to try new activities independently. The children are learning to play and work together with increasing co-operation.

They are making excellent progress in communication, language and literacy, due to good teaching. The development of speaking skills is planned and taught well across all areas of learning. Children are given many varied opportunities to use language in many contexts, both in adult led activities and independent play. Staff spend much of their time talking and developing vocabulary. Staff provide many opportunities for children to develop early writing skills through practical activities.

Children's achievement in mathematical development is also excellent. Staff provide many good opportunities for children to become involved in counting, recognising numbers, shapes and colours, they begin to use this knowledge to describe things around them.

The leadership and management of the centre is very good, the manager and staff are clear on their roles and have a secure knowledge of the early learning goals. Staff are relaxed, friendly and approachable.

Staff are consistent in their approach to managing children's behaviour. They have high but reasonable expectations of acceptable behaviour.

The commitment to a strong partnership with parents is very good and contributes to the children's progress towards the early learning goals. Parents are provided with opportunities to attend meetings, to discuss their children's written achievement reports with staff. However the educational programme is not readily available to them.

What is being done well?

- Excellent planning and evaluation of activities is in place. The monitoring system enables staff to identify and provide appropriate support to help children achieve the learning objectives in all areas of learning.
- Staff have a clear understanding of how children learn and provide an interesting and well balanced-range of practical activities.
- The setting provides a warm, secure and stimulating environment in which children are interested and motivated to learn.

- The setting ensures that children are able to access a very good range of resources and equipment.
- The outdoor play area provides many opportunities for the children to develop their large motor and balancing skills and to investigate and explore living things.
- Children have regular opportunities to use the computer confidently and independently, staff are always available to offer support and help when needed.
- Staff offer an equal balance of adult and child initiated activities.
- Children with special educational needs and English as an additional are well supported by staff and specialist agencies.
- There is a very good assessment system in place which links children's learning through the stepping stones.
- The leadership and management of the centre is very good, the manager and staff are clear of their roles and have a secure knowledge of the early learning goals and the stepping stones.
- Children behave well, staff have high but reasonable expectation of acceptable behaviour, intervening appropriately.
- The commitment to a strong partnership with parents is very good and contributes to the children's progress towards the early learning goals.

What needs to be improved?

- There are no significant weaknesses to report, but the following point for development should be considered in the action plan.
- the education programme to be made available to parents to keep them informed of the children's daily activities and the outcomes that are the activities are aimed at.

What has improved since the last inspection?

The setting provides parents with the opportunities to attend formal parents meetings, to discuss their children's achievement with the staff.

Parents are provided with their children's written assessment reports and are able to include their written comments.

The setting has introduced a home link system, which encourages parents to extend their children's learning further at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Progress in this area is very good, staff are consistent in their approach to behaviour management. Children develop self confidence and are able to select activities and resources for themselves and work independently. Children are aware of different cultures, needs and beliefs, through practical activities. For example, the celebration of different cultural festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress with lots of opportunities for them to select and read a range of books independently. During conversations staff use opportunities to extend children's understanding and thinking. Children practice forming letters for variety of purposes. Paper, pencils, pens and crayons are readily available to encourage and support children's early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children are able to match and compare sizes, small, big, weight and height. Children are learning to count through practical activities for example, during snack and lunch time counting cups plates, knives, forks and pieces of fruits. Numbers are displayed around the room providing opportunities for children become familiar with them. Children are able to sort and are learning about shapes and patterns through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Progress in this area is very good. Children use tools and objects to build, construct, assemble and join materials. They have regular opportunities to use the computer independently. The outdoor play area provides many learning opportunities for the children to examine living things such as plants.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. They make good use of the well resourced outdoor play area using bikes and climbing apparatus confidently. Children handle small, large tools and objects confidently. They are able to construct and use malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in this area. There are structured and unstructured opportunities for children to experiment and practice the use of musical instruments and to participate in musical and movements sessions. They have opportunities to explore using a range of media and materials. There is good balance between adult-initiated and child-initiated activities, which encourages the development of new skills, enabling children to express their ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- the education programme to be made available to parents, which will keep them informed of the daily activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.