

Lytham Hall Park Nursery School Limited

Inspection report for early years provision

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Inspection date	14/05/2012
Inspector	Ferroza Saiyed
Setting address	Hall Park CP School, South Park, Lytham St. Annes, Lancashire, FY8 4QU
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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

Lytham Hall Park Nursery School is run by a voluntary committee and opened in 1996. It operates from the setting room and Millennium Hall in Lytham Hall Park Primary School, Lytham St Annes. Children have access to two classrooms and the school hall. The setting has its own entrance and toileting facilities. Children have access to an enclosed outdoor area, which includes the school field, woodland and covered outdoor space.

The setting operates Monday to Friday from 8am to 6pm during term time only. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 30 children in the early years age range may attend the setting at any one time. The out of school club is registered to care for 48 children aged three to eight years. There are currently 175 children on roll, of whom 75 are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A team of 29 staff are led by a qualified manager. All staff have appropriate childcare training and qualifications. There is also a part-time cleaner employed. Advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and learning needs are very effectively promoted due to highly motivated and knowledgeable staff. They provide an excellent range of innovative learning experiences and play opportunities based on children's individual interests. The partnership with parents is one of the setting's strengths, as they receive daily feedback and are consulted regarding the running of the provision. The nursery works extremely well with outside agencies to further support the needs of children and promote inclusion for all who attend. There is a very strong drive towards further improvement and the process of evaluating the quality of the provision, which has a highly positive impact on the outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further the systems for self-evaluation in order to enhance continuous improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are exceptionally well promoted as the setting has robust procedures in place for safeguarding children. All staff have an extremely sound knowledge of child protection issues and have had extensive training in safeguarding to keep them updated and informed of Local Safeguarding Children Board procedures. Robust procedures are in place for the recruitment and induction of staff. Regular staff appraisals are carried out by the manager to assess ongoing skills and identify training needs. Once staff have attended training, the impact on the setting is evaluated. Detailed risk assessments are conducted both on and off the premises, identifying potential hazards and minimising risks to children. There is a comprehensive range of policies and procedures in place to support the work of the setting. The premises are extremely well organised, which enables children to easily engage in a wide range of exciting, challenging and stimulating activities that motivate them to learn. The outdoor area is freely available to children throughout the session as an additional learning environment. Staff provide an inclusive, welcoming environment where equality and diversity are consistently promoted and supported by effective policies and procedures.

Children benefit immensely from the strong leadership and management established in this innovative setting. Children's care, learning and development are significantly enhanced through a cooperative and highly motivated management team, whose members are extremely enthusiastic and proactive in their commitment to improve outcomes for children. They share a clear vision for the future development of the setting to provide excellent facilities for children and their families. Parents, children and staff actively contribute to how the setting is run. While self-evaluation is good overall, the system for ongoing review does not always provide the time and space to support the quality improvement process in a highly effective way. The relationships between staff enthuse equality and inclusion, ensuring all members actively contribute to the consistently high standards. The setting has addressed recommendations raised at the last inspection and training is extremely well attended.

Partnerships with parents, partners and other agencies are exemplary in all aspects. The two-way flow of information, knowledge and expertise between all partners is integral to children's learning, development and welfare. Staff encourage parents to be involved in their child's learning through regular newsletters and help with topics. They ask parents what interests their child and then make notes to highlight activities which they can follow at home. Parents welcome the opportunity to meet with staff at parents' evenings, where they look at their child's progress records. Parents and carers are extremely complimentary about the operation of the setting; they have complete trust in the staff and are impressed by their attention to detail and individual knowledge of their children's needs.

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

Children are thriving and making exceptional progress in their learning and development due to the highly skilled and motivated staff. They have an excellent knowledge of the Early Years Foundation Stage and are extremely effective in planning imaginative and exciting activities for children. Planning is clearly based on children's individual needs and interests, and detailed observations are completed to inform assessments. Staff ensure the children are developing in every area of learning and at a rate that is appropriate given their age and stage of development. Staff use observations and discussion with parents to find out children's starting points so that their progress can be more effectively tracked through their individual learning journey record. A rich learning environment enables children to make excellent progress in all areas of their learning and development. Children are thrilled to be involved in the activities provided for them, and they are inquisitive and motivated to learn. They gain independence, feel safe and grow in confidence as they are empowered to make their own decisions, experiment and take appropriate risks, knowing that staff are always on hand to support them.

Children develop an exceptional understanding of the importance of healthy living. They help plant vegetables and fruits, and enjoy harvesting their produce, washing it and taking it to the cook to have for their snacks. This helps children to have a positive attitude to healthy eating and promotes their awareness of food and where it comes from. Children enjoy outdoor activities in all weather conditions. They show excellent control of their movements as they run, jump and wave their arms in the air, and they thoroughly enjoy the extensive range of outdoor play activities and experiences.

Children use their developing language skills confidently and become animated when talking to each other and expressing their ideas. They ask questions of the staff and actively seek information regarding their play. This practice, alongside staff supporting children's learning when required, significantly contributes to promoting their self-esteem. Children confidently practise their writing skills as they access a range of tools to make marks, such as the white board, and notepads, paper, brushes, pens and pencils to write their own name and draw. They are developing an understanding of calculation because staff provide opportunities by incorporating these in various activities.

The learning environment continually challenges children, which contributes to their motivation to learn and their growing confidence and independence. All children learn about similarities, differences and diversity through books, resources, displays, discussion and experiences, enabling them to develop an understanding and respect. Children are well mannered and courteous to their peers and the staff. They share and take turns, for example, when using the computer and the craft resources. Children are developing a wealth of skills that contribute to their future well-being. For example, they are eager to use programmable toys and they become increasingly confident in using interactive resources throughout the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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