

# The Lodge Nursery School

Inspection report for early years provision

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**Unique reference number** EY297450  
**Inspection date** 12/06/2009  
**Inspector** Susan Linda Capon

**Setting address** Sevenoaks URC, St. Johns Road, Sevenoaks, Kent, TN13  
3LW

**Telephone number** 01732 453540

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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 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**

The Lodge Nursery School was registered in 1991 in its current premises and re-registered from joint to sole ownership in 2004. It operates from a church hall in Sevenoaks, Kent. The premises comprise of a large and small hall with associated kitchen and toilets. There is a secure area available for outdoor play.

A maximum of 30 children from two to under five years may attend the nursery school at any one time. There are currently 41 children on roll. Children are normally two and a half years of age when they start attending the group. The nursery school currently supports children with learning difficulties and/or disabilities.

The nursery school is open on Monday, Tuesday, Wednesday and Friday between 09.00 and 12.30. On Thursday it opens between 09.00 and 12.50. The group only operates during the school term time. Children attending come from the local area and attend for a variety of sessions.

The nursery school employs nine staff including the provider and a relief staff member. Of these, seven staff hold appropriate early years qualifications. One member of staff is currently working towards a childcare qualification.

The nursery attained Kent Quality Mark accreditation status in 2005.

The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Every child's individual needs are well met at all times, enabling all children to make very good progress and development through the early learning goals. The consistent, dedicated staff team provide an extensive range of stimulating and interesting activities every session, maintaining the children's interest and involvement. The nursery school promotes inclusive practice for everyone attending the setting. Extensive risk assessments ensure all the toys, equipment, activities and outings are suitable and safe for all the children. Ongoing extensive self-evaluation is carried out throughout the provision, incorporating information gathered from the staff, children and their parents, enabling the group to continue to develop its day to day practices, providing excellent care and learning opportunities. The nursery school team continues to develop its partnership with parents, helping them to be fully involved in their child's development and progress.

## **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 develop the observations, assessment and planning arrangements, implementing the training recently attended, ensuring all children progress suitably through the early learning goals.
- continue to develop the use of Makaton within the pre-school, extending inclusive practice for all the children attending.

## **The leadership and management of the early years provision**

The provider and her hard working staff team continue to attend a wide range of training opportunities, developing their childcare skills and knowledge. For example, Supporting English as an Additional Language and Makaton signing. All the children are well safeguarded through the rigorous employment checks undertaken, ensuring all staff are suitable to work with children. Excellent induction procedures ensures all new staff and parent volunteers have a good understanding of what is required of them when working with the children. No unvetted persons are ever left alone with the children, ensuring their safety at all times.

The provider and her staff team carry out a comprehensive evaluation of the provision, incorporating ideas from parents and the children where possible. For example, the session is now longer and a lunch club has been added one day a week for children due to start school. The provider intends to astro turf the outdoor play area making it safer to use all year round. Annual appraisals for staff and a full evaluation of the day to day plans complete this check, identifying all areas for improvement while acknowledging the strengths of the group. Staff have excellent systems in place for supporting all the children, particularly those with a learning difficulty or disability. For example, photographs depict the daily routine and Makaton signing enables everyone to be fully involved. Staff ensure they liaise closely with all parents, professionals and other provisions children may attend, promoting continuity of care.

The provider and her staff team have developed close relationships with all parents. Parents are exceptionally pleased with the provision offered as their children develop and progress through the early learning goals. They find staff friendly, helpful and approachable. Opportunities to assist in the group as a parent helper enable parents to develop more understanding of how their child learns. Other parents act as a representative for all the parents to voice their views and any concerns they may have. A website is managed by another parent and regular opportunities for all parents to enjoy social occasions make everyone feel welcome and part of the group. Detailed information is readily available in the prospectus and on the parent notice board, ensuring everyone is fully conversant with the group's ethos and day to day operational practices.

## **The quality and standards of the early years provision**

The staff team set up the church hall every day with a wide variety of interesting and stimulating toys, equipment and activities, making the premises their own for

the session. Staff warmly greet all parents and their children as they arrive, making them feel welcome and valued. Children proudly show their parents their displayed artwork, developing their personal self esteem and confidence.

The children's welfare and safety is paramount to all the staff. High adult to child staff ratios every session ensure children are always fully supervised as they play indoors and outdoors and when using the toilets. The main door is kept locked when children are present, preventing them leaving unnoticed.

Children have an excellent understanding of the importance of keeping themselves healthy. They have learned all about germs and everyone ensures they use good hygiene routines at all times. Children enjoy fresh fruit with milk or water at snack time. Staff check any individual dietary requirements when providing food, drink and cooking activities. Children enjoy sitting together with their key worker at a table to eat and drink, socialising with the other children as they discuss the activities they have enjoyed that morning. They enjoy regular outdoor play opportunities and indoor physical play is available each session. For example, washing the dolls' clothes outdoors and balancing on the beam as they undertake the obstacle course.

Staff are conversant with the Early Years Foundation Stage curriculum. All the staff currently effectively observe, plan and evaluate children's personal progress and development. Staff who have completed recent training in observation and planning will cascade their additional knowledge down to other staff as they continue to develop these procedures. Each term's plans are topic based and all staff include their personal ideas for activities, making them feel a valued team member. Every child has a personal development plan which is incorporated into the overall group plans for each term. A regular report is shared with parents, enabling them to discuss their child's progress and development with their child's key worker. Staff have developed an 'All About Me' book for each child, incorporating photographs of activities and interests. Parents are encouraged to add to these, during the holidays, building an excellent additional profile of the child's time before attending school.

Every child is making very good progress towards the early learning goals. Staff fully support all the children well, skilfully asking open questions and encouraging them to think for themselves. All activities offered are suitable for all children attending. They provide sufficient challenges for the more able children while staff support the less able children as required. For example, more able children sand paper their balsa boat unaided, while younger children need staff support to do this.

Children enthusiastically enter the nursery eager to play with the equipment readily available. They confidently select their own resources, settling down quickly to play with their friends. Outdoors they enjoy playing in the garden and planting potatoes and sweet peas. They find their hidden bears during the Teddy Bears Picnic. Indoors they split into two groups each participating in activities relating to the weekly theme. For example younger children explore sinking and floating while older children learn about the water cycle. Children are encouraged to depict what will happen next particularly at story time. For example, they discuss how the

farmer could help retrieve a tractor from the pond. Children enjoy various opportunities to explore size and shape as they build models. They depict which is the largest and smallest bear, confirming their decision with a tape measure for accuracy. Making their own paint for bubble painting pictures enables children to identify when a mixture is the right consistency. Children happily use their imagination as they play in the home corner. For example, one child upturned the ironing board and used it as a lawn mower. Books are a huge favourite with all the children. They enjoy visiting the local library to select their own books and using the computers. Some children use the reference books in the group to sustain their interest. For example, a child drawing dinosaur pictures. Children enthusiastically join in the singing activities including the actions. 'Ten in the Bed' and 'Five Speckled Frogs' are two of their favourites. Innovative activities incorporated into the schedule enable children to maintain their attention. Regular opportunities to develop their creative skills are available through painting, model making, dough, role play and musical instruments. Children are developing their awareness of other people and cultures as they explore Chinese New Year and enjoy visits from the police and lollipop person. Minimal behaviour management is required as the children behave well and remember the group rules. Regular praise and encouragement is given from all staff.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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

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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