



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 251556

DfES Number: 525743

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Mary Gilbert

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lingwood Kindergarten
Setting Address 30 Corton Long Lane
Corton
Lowestoft
Suffolk
NR32 5HA

REGISTERED PROVIDER DETAILS

Name Mrs Gwendoline Kathleen Doris Ling

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

Lingwood Kindergarten opened in 1968. It operates from the ground floor of a house in the north of Lowestoft, Suffolk. The nursery serves the wider area.

There are currently 51 children on roll. This includes 27 funded three year olds and 5 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs and will support those who have English as an additional language. The group opens 5 days a week during term time and 1 day a week during holidays. Sessions are from 08:15 until 15:00.

Six part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Lingwood Kindergarten provides good quality care for children. There is a high ratio of staff to children. The proprietor and supervisors are well qualified and provide opportunities for other staff to further develop their skills. The organisation of the sessions are good overall but there are few opportunities for whole group learning. The designated areas are well planned and there is a good range of resources in each area for children to make choices and select independently. Paperwork is meticulous and attention is given to ensure all regulations are met and children's information is clear and up-to-date.

Staff are aware of ensuring children's safety is a priority. Risk assessments take place and staff ensure all areas are safe, both inside and out. Children are encouraged to take responsibility for managing their own hygiene practice. Special needs are very well managed and all staff work together to monitor progress made. Snacks are regular but attention needs to be given to ensure these are nutritional and adequate to meet children's needs.

There are a good range of activities planned for the children but specific attention needs to be given to ensure the needs of the two year olds are met. Children are aware of the expected boundaries of behaviour. Staff praise children and encourage them to understand why they should behave well.

The partnership with parents is very good. Daily informal exchanges of information take place and more regular updates of written information ensure that parents are kept informed as to children's care and education.

What has improved since the last inspection?

At the last inspection the setting agreed to include the address and telephone number of Ofsted in their complaints procedure. This is now in place so parents are aware of how to complain should there be a problem with children's care.

They also agreed that the child protection policy should include procedures should a member of staff or volunteer be accused of abuse. The procedures are now clear.

They also agreed that a system of handwashing should take place before children sit down to eat to prevent the spread of infection. Children are aware of the need to wash their hands and the reasons why.

What is being done well?

- The partnership with parents is very good. Clear information is collected from parents about the children which is updated on a regular basis. A daily achievement book outlines any specific achievements attained in a day. Parents are welcomed in regularly and share any concerns with the proprietor and staff.
- The staff work well as a team. The daily routine of the kindergarten ensures staff deployment supports children in all provided activities and areas of the kindergarten.
- The procedures for monitoring children with special needs is excellent. All staff are involved in managing the needs and sharing the achievements. Parents are clearly involved in the process and every effort made to communicate with them.
- Staff know individual children well. They observe children and share their knowledge with other members of staff to ensure children's needs are met.

What needs to be improved?

- the planning and assessment for two year olds;
- the organisation of the sessions to ensure there are opportunities to share learning;
- resources to promote positive images of disabilities

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
2	Review daily organisation and provide opportunities for children to share learning.
3	Review planning and development records for 2 year olds to ensure their needs are met.
9	Review resources and extend to promote positive images of disabilities.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The quality of education at Lingwood Nursery is acceptable and of good quality. Children are making generally good progress towards the Early learning Goals in all areas of learning.

The quality of teaching is generally good. The new planning system is well thought out and the evaluation taking place enables staff to effectively plan for the next steps of learning. Staff observe children's learning and record this on their assessment records. Some staff lack confidence in using the Early Learning Goals and there is some inconsistency in the questioning skills used by staff to develop children's learning.

The leadership and management is very good. The manager is highly committed to ensure the level of care and education is of a high standard. She has recently implemented a monitoring system to ensure the quality of teaching is consistently high.

The partnership with parents and carers is very good. Regular information is given to ensure they can be involved in children's education. There is a need to further develop this to ensure children's assessment records are shared on a regular basis.

What is being done well?

- There is a wide range of books which are taken home and shared with parents. The written feedback from parents enables staff to monitor the effectiveness of the system. Some of the older children are able to read a range of simple words.
- The partnership with parents is very good. Good information is given to them in order that they know what learning is taking place. Special achievements are noted and shared with parents regularly. Samples of children's work are collected for parents to keep to show how the children progressed whilst at the kindergarten.
- The supervisors and proprietor have a high commitment to improvement and providing high quality care and education for the children. The monitoring of the quality of education provided enables less experienced staff opportunities for professional development.
- Children are developing good IT skills. The provision of an IT suite enables easy access for children who are encouraged to access programmes independently. Staff effectively observe and monitor their progress.

What needs to be improved?

- Staff's knowledge and understanding of using the Foundation Stage as a tool for planning and assessment.
- Procedures to ensure that all staff are able to use a range of teaching strategies. This refers specifically to the use of good questioning skills to develop children's thinking skills.
- Opportunities within the daily routine to extend children's mathematical understanding and for them to write their own names.

What has improved since the last inspection?

To develop short term plans to show what children are intended to learn and how the activities can be extended for more able children.

New plans are now in place to cover all aspects necessary in short term planning.

To provide opportunities for children to investigate and explore a range of natural and man made materials.

Opportunities for this are now identified in written planning, and children were observed exploring a variety of materials through the inspection.

Plan activities to encourage children to use mathematical ideas to solve practical problems, particularly for the 4 year olds.

Although this has been part of the action plan, it is not evident that this has been implemented. This is reflected in the new key issues.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled at the group. They build good relationships with each other and the adults. They are able to share and take turns for example as they wait to pour their drinks at snack time. However there are missed opportunities to further develop social skills at snack time. Children are independent in making choices and seeing to their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have access to a wide range of books. Children are able to share these with parents who make appropriate comments at feedback. Children have access to a wide range of mark making implements, and there are specific individual opportunities for children to practice their handwriting skills. However there are few opportunities for children to write their own names. Early phonic skills are systematically taught.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in counting and many can recognise numerals. However there are missed opportunities in the daily routine to develop number. There are some planned activities to develop children's ideas of calculation and vocabulary linked to shape and patterns. However there are few opportunities planned for problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy investigating objects and materials. They use their senses well and can use descriptive language to say what they see or feel. They look around the local environment and talk about what they find. Children are confident in using the computers across all areas of learning. There is little evidence to support the study of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to move with care and control. They use their bodies to move in different ways. They use small and large equipment confidently. Children use a range of tools and instruments such as spades and water sprays. Older children demonstrate good hand eye coordination as they cut with scissors and draw pictures.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to show good imaginative skills. They play well in the role play corner. However there are missed opportunities in linking this to topics covered. They choose and sing a range of songs from memory. However there are few opportunities for children to handle musical instruments freely. Children use a range of media and materials to make pictures and models.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- further develop the staff's knowledge and understanding of using the Foundation Stage as a tool for planning and assessment
- develop a procedure to ensure all staff are able to use a range of teaching strategies and specifically good questioning skills in order to develop children's thinking skills
- provide opportunities within the daily routine to extend children's mathematical understanding and thinking. Also provide opportunities for children to practice writing their own names.

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.