



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 323088

DfES Number: 524763

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Linda McLarty

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Patterdale Lodge PDN
Setting Address Patterdale Lodge Childrens Day Nursery
101 Market Street
Newton-le-Willows
Merseyside
WA12 9DD

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Mr Joseph Thomas Lightfoot and Mrs Barbara Mary Li
Address 21 Victoria Road
Newton le Willows, Merseyside
St Helens
Merseyside
WA12 9RN

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

Patterdale Lodge opened in 1996. It operates from six rooms from a detached house in Newton-le-Willows. Patterdale Lodge serves the local community.

There are currently 83 children aged from birth to 5 years on roll. This includes 21 funded 3 year olds and six funded 4 year olds. Children attend a variety of sessions. The setting can support children with special needs and children who speak English as an additional language, although none attend at present.

The group opens five days a weeks all year round. Sessions are from 08:00 until 18:00.

Thirteen part-time and six full-time staff work with the children. Fifteen have early years qualifications to NVQ 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Patterdale Lodge Private Day Nursery provides satisfactory care for children in a caring and supportive environment. The setting is well organised, and management have built a strong staff team, with clearly understood roles and responsibilities. There are effective induction procedures in place, and students clearly benefit from this. There is a very high percentage of qualified staff. All necessary policies and procedures are in place, although some are being revised at present to reflect current legislation.

The quality of care is satisfactory, and children play and learn in interesting ways. There are insufficient resources to encourage younger children to learn about the diverse world we live in, and start to become sensitive to those of other cultures, races, beliefs or disabilities. Children's overall development is promoted well, in a calm and happy environment, in a well-balanced day which includes quiet and more

active periods. The balance of full and part-time staff means that staff absences can be covered to maintain the high staffing ratios.

In general, most health and safety policies are implemented well, although the risk assessment has not identified some aspects of health and safety issues which could be improved.

The partnership with parents and carers is a strength of the setting. Management and staff work hard to foster strong home- nursery links which have beneficial effects upon the children's care and learning. Parents are given detailed written information about the provision, and information is exchanged informally but effectively on a daily basis. Good use is made of home/ nursery diaries to help parents understand what their child is doing in nursery. The hall used well to inform parents of the staffing structure, and initiatives to involve them in nursery life, and the desk is manned daily by the manager, who is conspicuously available to parents and carers, who appreciate the caring support their children receive.

What has improved since the last inspection?

The setting has made generally good progress in addressing the actions of the previous inspection. Staff have developed the range of activities and play opportunities to promote the overall development of the children aged from six months to two years, and now use a checklist to record the types of activities children have engaged in. The setting was asked to provide cots or other appropriate furniture for children to rest or sleep in, and although they have not addressed this, they have secured written permission from parents for children to sleep in buggies. There is now a written risk assessment of the premises identifying action to be taken, although this did not effectively identify all health or safety risks, some of which have been addressed in this report. The setting now has a written medication policy, and parents and carers now sign medicine records after medication has been administered. These actions have had beneficial effect upon the overall care and safety of the children.

What is being done well?

- Parents are well informed about their children's care and education, and good use is made of daily diaries, which inform parents of their children's achievement and progress.
- The management ensures that there is a very high ratio of qualified to unqualified staff, and effective procedures are in place to ensure that all staff are appropriately vetted.
- Staff relate positively to children and raise their self-esteem and confidence by praising them for effort and achievement.
- There is an attractive, safe and secure outdoor play area that is used in all weathers.
- Staff have many effective ways of encouraging children's good behaviour such as clear explanations of reasons and consequences, and they

consistently model courteous behaviour themselves.

What needs to be improved?

- the arrangements for changing toddler nappies in the laundry room
- the safety arrangements to ensure that children are unable to leave the pre-school room and have access to the stairs
- the arrangements for risk assessing the garden prior to use by children, to ensure that there are no hazards such as the sand pit containing rainwater
- the arrangements for staff to have hot drinks whilst in close proximity to children, and the practice of serving snacks such as toast and raisins directly onto the table
- the arrangements to ensure that all glazing is completely safe or inaccessible to children
- the cleaning and maintenance arrangements to ensure that window ledges and walls affected by damp are kept clean and mould free
- the range of resources which reflect positive images of culture, ethnicity, gender and disability for the children aged from birth to three years
- the wording of the behaviour management policy to ensure it includes a statement on bullying
- the wording on complaints procedure to ensure that it includes Ofsted's contact address and refers parents who wish to make a complaint solely to the regulator, Ofsted
- the practice of recording multiple entries per page in the accident book, and the systems for displaying confidential information regarding the collection of children.

Outcome of the inspection

Satisfactory

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 |
|-----|--|
| 4 | Devise and implement an action plan to be agreed with Ofsted regarding the use of the laundry room for changing nappies so that only one child is taken into the room at a time, the area is fitted with a visibility panel, and the room is heated to a suitable temperature. |
| 4 | Ensure that the door to the pre-school room is made safe so that children are unable to leave this room and access the stairs outside. |
| 4 | Address the problem of mould growth on walls and window ledges. |
| 6 | Revise the practice of staff having hot drinks when in close proximity to children and ensure that low level glass panels are safe or inaccessible to children and revise and the practice of serving snacks such as toast or raisins directly on to the table |
| 7 | Obtain written permission from parents before administering medication to children. |
| 9 | Improve resources so that children in the birth to three age range have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. |
| 11 | Revise the behaviour management policy to include a statement on bullying. |
| 12 | Revise the complaints policy so that parents are directed solely to the regulator Ofsted, and include Ofsted's contact address. |
| 14 | Revise the policy of recording multiple entries per page in the accident book to ensure that confidentiality is maintained, and revise the ways you maintain confidentiality of information regarding the collection of children. |

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

How effective is the nursery education?

Patterdale Lodge is a good quality provision. Children are making generally good progress towards the early learning goals in all areas, with personal social emotional development and knowledge and understanding of the world being very good. They learn through a wide range of stimulating activities.

Teaching is generally good. There are systems in place to ensure the early learning goals are being worked towards. Staff have realistic expectations of children's behaviour and manage it well. Children are not always fully supported in some activities. Staff make good observations of children these are used to inform future written plans. Staff foster children's self esteem well. Staff use a range of resources to provide a good range of activities that support children's development. They encourage children to self select their own resources and work independently.

The leadership and management are generally good and contribute to the ongoing development and improvement. Management gives good support to staff and provides training opportunities that enable them to build upon their knowledge and skills of the Foundation Stage. Staff meet as a team to plan activities, resources and future topics.

Partnership with parents is very good and contributes well to the children's progress. Regular parents evenings are held where parents are well informed of their child's progress and future learning opportunities. On going verbal and written information involves the parents in the children's learning and helps to move this forward. Partnership with parents is valued and positively encouraged.

What is being done well?

- The management and staff's commitment to the ongoing improvement of the provision.
- Staff have a good understanding of the Foundation Stage and how children learn. They plan a range of stimulating activities which help children to make links with learning.
- Parents and staff have a very good relationship which actively contributes to children's learning.
- Children enter the nursery happily, are eager to take part in activities and to talk to their friends and staff.
- Children have very good opportunities to make sense of the world. They learn about their own cultures and beliefs and those of others in the wider world through well planned activities.
- Children are well behaved, confident, and are able to work independently and in groups.

What needs to be improved?

- the planning of outdoor play activities to extend the children's learning
- the opportunities to help children learn that in English, text is read from left to right, to use the correct form of words and to practise writing for a purpose
- the way staff support children in some activities such as pattern making and imaginative play.

What has improved since the last inspection?

The nursery has made generally good progress in addressing the two key issues from the previous inspection.

A special educational needs (SEN) policy has been implemented and shared with all staff. A Special Educational Needs Coordinator (SENCO) has been appointed and received training appropriate for this role. Staff have due regard for the Code of Practice for the Identification and Assessment of Special Educational Needs. Information is also now available regarding children who have English as a second language, however not all staff are aware of this.

The setting was also asked to provide opportunities which will encourage children to show initiative by allowing them to sometimes request and implement activities. This has been addressed effectively within the limitations of the rooms. Children self select a range of activities at various times throughout the day from low level storage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well are interested and confident to try new activities. They self select their own resources and work well independently. They are developing a respect of their own culture and beliefs and those of others. They separate well from their main carers, take responsibility for their personal care and tidy up well. They share, take turns and are polite to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well, they speak clearly and are developing an awareness of the listener. Staff support children's language development by the introduction of new words and their meanings, but do not always use the correct form of words. Some children are beginning to write recognisable letters but opportunities to practise writing for a purpose are limited. Children learn that print carries meaning, but examples of letters do not always appear in the right order.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills. They are beginning to use simple mathematical methods to solve problems. They can count up to 12 and are developing an understanding of addition. There are missed opportunities for children to develop their understanding and recreation of patterns. They use mathematical language well to compare size and shape through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning to value all cultures and beliefs through topics on various festivals. Children have access to good quality computer programmes which support their learning about numbers and letters. Children show good levels of curiosity and investigate objects well using their senses.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently, safely and with control, they are developing an awareness of space. Children handle tools, objects and malleable materials well and with increasing control. The opportunities for outdoor play are not effectively used to extend the children's learning.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children explore paint and other malleable materials well. Children's own work is individual and is not over directed by adults. Children's work is displayed with respect. Resources available are generally good, however missed opportunities occur within the role play areas due to the limited real resources available to further enhance the children's imagination.

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

- Improve upon the opportunities to help children to learn that English is read from left to right, to write for a purpose and to use the correct form of words.
- Improve the organisation to ensure all children are fully supported in all 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.