

Lingdale Primary School Two Year Old Provision

Lingdale Primary School, Davison Street, Lingdale, SALTBURN-BY-THE-SEA, Cleveland, TS12 3DU

Inspection date	14/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good. Staff provide a broad range of stimulating and interesting activities for children and extend their learning well through effective questioning, modelling language, explaining and exploring ideas.
- The lead practitioner and her staff team have very good awareness of individual needs and precise assessment and planning is in place for all children. As a result, children are beginning to show signs of making good progress during the time they spend at the setting.
- The provider places strong emphasis on safeguarding children. She takes all necessary steps to keep children safe and well and ensures all staff are well versed and know what to do if they have concerns about a child.
- Parents are warmly welcomed into the setting by all staff. They share good quality information about their child which is used well to support children's all-round development.

It is not yet outstanding because

- There is scope to improve access to some resources in the indoor and outdoor environments in order to enrich children's ability to make choices and direct their own play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector viewed parts of the school used by those children who are two-years-old.
- The inspector carried out a joint observation with the lead practitioner.
The inspector observed teaching and learning activities in the two-year-old room and outdoor environment and spoke to staff and children at appropriate times during the inspection.
- The inspector met with the provider and lead practitioner, viewed evidence of suitability and qualifications of staff working in the setting and discussed a range of other policies and procedures, including self-evaluation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Nicola Jones

Full report

Information about the setting

Lingdale Primary School Two Year Old Provision was registered in 2013 on the Early Years Register. It is located within Lingdale Primary School in the village of Lingdale in Redcar and Cleveland. It is managed by the governing body of the school. The setting serves the immediate locality and also the surrounding areas. The setting opens five days a week from 8.45am until 11.45am, term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently eight children in the early years age range. The setting receives funding for the provision of free early education for two-year-old children. The setting supports children with special educational needs and/or disabilities.

There are currently two staff working directly with the children, both of whom have an appropriate early years qualification at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend ways to further enhance children's independence skills in the indoor and outdoor environment in order to enrich children's ability to make choices and direct their own play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a high level of awareness of supporting children who are two-years-old. They have created a carefully, well thought through environment that encourages children to show curiosity, explore and discover new things. Strong emphasis is placed on planning enjoyable and challenging experiences for children, taking into consideration their individual needs, interests, and stage of development. As a result, children thoroughly enjoy the time they spend in the setting and, although they have only been attending for a relatively short period of time, they are beginning to show signs of making good progress. Children learn by leading their own play, and by taking part in play which is guided by adults. For example, children show high levels of fascination when they look for worms and bugs in the outdoor environment. Staff encourage them to roll logs, using both hands, to look underneath and talk about what they can see. Communication and thinking skills are extended when children reply to questions, such as 'I wonder what we will find under this log?' Staff ensure children have uninterrupted time to play and explore. They stand back and watch as children wash their dolls in the water tray. Additional resources,

such as shampoo, sponges and towels enhance the area and enable children to become deeply involved as they play. Staff join in with play sensitively, fitting in with their ideas. They support children's expressive language skills well through asking questions, such as 'How does your mummy wash your hair at home?' This encourages children to talk about people who are not present and share their home-based experiences. Staff support children well who may be at risk of language delay in the setting. They provide good quality one-to-one time with them and make effective use of strategies from services, such as speech and language therapy. This supports children to make good progress in their communication and language skills, given their individual starting points.

Teaching is consistently good and is rooted in a good knowledge of how young children learn. The room leader demonstrates confidence and expertise in developing early literacy skills. She has accessed training and fully understands the importance of developing children's listening skills and awareness of sounds. For example, children take part in listening walks around the school building and engage in activities with musical instruments, playing them loudly then quietly and stopping when instructed. This provides a very good foundation for future literacy learning in school, when the time comes. Children's mathematical skills are enhanced when staff engage them in early counting through daily play-based activities and routines. They help children to count the number of cardboard tubes in the sand tray and pause to allow children to join in with number names. Children count with staff as they wash their hands and listen as staff count the number of straws they give out during snack time. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy making patterns in the sand with their fingers, turn pages in books and squeeze bottles in the water tray. Outdoors, they use chalks to draw spots on a large picture of a dinosaur, ride bikes, balance on tree stumps and run up and down slopes. As a result, children are developing a wide range of skills and knowledge which will support their readiness for school.

Parents are kept well informed about their child's progress. An ongoing dialogue on learning and development is maintained, leading to improved achievement for children. Parents are encouraged to share example of their child's learning at home. For example, travel books have recently been introduced and aim to gather achievements from home to build a full picture of children's learning and development. All children have an individual learning journal files containing baseline information, photographs and records of significant learning. This information, alongside very good staff knowledge of children, informs a summary of learning and is linked to the guidance document, Early years outcomes. This is tracked over time to demonstrate progress. The room leader maintains an overview of this information and ensures all children's individual strengths and weaknesses are identified at the earliest stage, securing intervention to meet their specific needs.

The contribution of the early years provision to the well-being of children

Children and their parents receive a warm welcome at this newly-established setting for children who are two-years-old. A well-established key person system is in place, which helps children to form secure attachments, promotes their well-being and builds their self-

confidence. Children show they have close bonds with their key person when they receive cuddles if they hurt themselves or are feeling sad when they leave to go home. Staff meet children's individual needs well and respond sensitively to their personal needs. For example, they gently wipe children's noses when they are suffering from a cold. Staff work closely with parents and carers to support their emotional development. Parents and carers spoken to during the inspection describe how well staff support their children's all-round development. They use words such as 'brilliant' to describe the experiences offered and the quality of information received about their child. Staff provide, generally, good opportunities for children to develop their independence skills. They wash their own hands, peel oranges for snack time and pour their own drinks. However, there is scope to extend children's independence skills even further in both the indoor and outdoor environments, in order to enrich children's ability to make choices and direct their own play. For example, by ensuring all resources are fully accessible outdoors and children are able to hang up their coats independently when they return to the indoor room.

Effective settling-in arrangements are in place and both children and parents are well prepared when children join the setting. Staff visit the children at home where a wealth of good quality information is shared to ensure individual routines and needs are well met. Children are equally well prepared when they move into the nursery and reception unit within the school. They make regular visits, based on their individual needs, and information is shared to ensure there is continuity in their learning and development and welfare. This ensures children feel emotionally prepared for this next step in their lives. Staff are good role models and behaviour expected by children is modelled by them. As a result, behaviour in the setting is good and minor disagreements are sensitively managed. The rationale of boundaries and expectations is shared with parents. This helps to maintain a joint approach and meets children's individual needs when changes occur in their behaviour. Throughout the setting, relationships between both staff and children are developing well. This promotes a relaxed and happy environment which enables children to feel cherished and secure. Children show respect for one another and are beginning to understand the importance of safety through the various activities on offer throughout the session. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow. Consequently, children play well together and demonstrate safe practices when using resources, such as, the sand and water trays.

Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a nutritious and balanced diet. A range of fresh, healthy fruit is offered to children at snack time and they are offered a drink of milk or water. Children have free access to the outdoor environment and enjoy the experience of being in the fresh air on a daily basis. Staff give clear messages to children to ensure they are developing a good understanding of the need for physical exercise. Although the setting has only been open for a relatively short period, there is a project in place to extend learning outdoors. For example, the provider and lead practitioner plan to carry out a detailed audit of provision to ensure it fully supports children's all-round development. In addition, the grassed area is to be extended to plan opportunities for children to tackle a range of levels, including slopes.

The effectiveness of the leadership and management of the early years provision

The provider and lead practitioner fully understand their responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They support the room leader and other staff very well to create a high quality setting which is welcoming, stimulating and safe and where children are protected from harm. Robust systems are in place to ensure all staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had appropriate checks carried out. As the designated lead for safeguarding, the provider has a clear understanding of her role and ensures all staff are well versed in what to do should they have concerns about a child. This means that children are effectively safeguarded and their welfare is monitored closely. There are clear and well-understood policies and procedures in place for assessing risks to children's safety. For example, daily risk assessments are carried out by all staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed. Plans for safeguarding practices to be reviewed are in place and are documented in improvement plans, alongside other areas for improvement, which are identified through consultation with staff, children and parents. The provider and lead practitioner have good awareness of what needs to be improved that aim to improve practice and provision for children over time.

Staff are deployed effectively. They use their skills and expertise skilfully to support young children's learning and development. The lead practitioner has an excellent understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by the provider to maintain an overview of the quality of teaching and learning provided. Moderation meetings have been introduced and take place on a regular basis. This ensures planning and assessments are consistent, precise, and display an accurate understanding of all children's skills and abilities. Highly effective systems are in place to monitor progress for each individual child or group of children attending. This ensures children's strengths and weaknesses are quickly identified and intervention is received at the earliest possible stage. This is further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

The setting for children who are two-years-old is very much part of the school's early years foundation stage unit. The lead practitioner oversees all aspects of the provision and is well known to all parents. As a result, partnerships between parents are good and make a strong contribution to meeting children's needs. Children do not currently attend any other early years settings. However, staff are fully aware of the benefits of having positive partnerships with other providers to promote children's welfare and learning when appropriate. Partnerships with external agencies and other professionals are well established. All staff work very well with services in their local area and effectively use advice to provide targeted interventions to meet the specific needs of individual children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY464996
Local authority	Redcar & Cleveland
Inspection number	935664
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	8
Name of provider	Lingdale Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01287651723

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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