

# Lingham Early Years

LINGHAM CP SCHOOL, Townmeadow Lane, Wirral, CH46 7UQ

## Inspection date

Previous inspection date

12/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

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

- Staff have good teaching skills and a good understanding of the Early Years Foundation Stage. They enthusiastically engage children in purposeful play and consequently, all children make good progress.
- Children form strong attachments because staff have a warm and welcoming approach and help them to settle quickly.
- Children's behaviour is exemplary due to the staff's high expectations. They very effectively promote children's confidence, successfully preparing them for the next stage in their learning.
- Children are kept safe because the staff have a good understanding of child-protection issues and are vigilant to ensure the environment is safe and secure.
- Managers review the educational programme and effectively support staff through regular observations and constructive feedback. Consequently, there is a clear focus on improving children's learning through good quality teaching.

### It is not yet outstanding because

- Staff have not yet explored further ways of encouraging parents to consistently share information about children's home experiences and continue their learning at home, to further strengthen partnerships with parents.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at all the areas that children access and observed activities indoors and in the outdoor learning environment.
- The inspector held a meeting with the foundation teacher, reviewed policies, including the safeguarding policy and checked the suitability of staff.
- The inspector looked at children's planning and assessment documents and held discussions with the staff at appropriate times during the inspection.
- The inspector conducted a joint observation with the foundation teacher.
- The inspector took into account comments from parents spoken to during the inspection and written in children's learning journals.

## Inspector

Anne Parker

## Full report

### Information about the setting

Lingham Early Years was registered in 2014 on the Early Years Register. It operates from Lingham Primary School, in Moreton, Wirral. The provision is managed by the school and opens five days a week from 9.10am until 12.10pm and 12.40pm until 3.40pm, term time only. Children attend a variety of sessions. Children are cared for in the playroom and other designated areas within the school and they have access to an enclosed outdoor play area. There are currently 18 children on roll, who attend on a part-time basis. The setting employs three members staff, all of whom have appropriate early years qualifications at level 3. The provision provides funded early education for two- and three-year-old children.

### What the setting needs to do to improve further

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

- explore further strategies to involve parents in their child's learning, to enhance opportunities to share home experiences and support parents in how they can continue their child's learning at home.

## Inspection judgements

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

Teaching is very effective, so children make very good progress in relation to their starting points. Staff are very skilled in engaging children in purposeful play. They play alongside children and effectively extend their learning through questioning and talking about what they are doing. For example, children enjoy imaginative play in the home corner and staff engage them in conversations about what they are pretending to eat. They extend this further by asking what babies might eat. As children select cutlery for their pretend meal, staff encourage them to match the colours. Children have opportunities to use a wide range of utensils to make marks both indoors and outdoors. They use crayons on large sheets of cardboard outdoors and staff talk to them about what they are drawing and the colours they have chosen. Children use appropriately sized trowels to dig in the soil. They delight as they find worms and staff engage them in discussions about how they move. As a result, children are developing many of the skills they will need for their next steps in learning, including school.

Staff frequently use mathematical language as children play. For example, they count the blocks on the tower they build together. Children enthusiastically count the candles on the pretend cakes they have made using malleable materials. Additionally, as children transfer water from one large bowl to another using bottles, staff ask which one is full and which is empty. As a result, children are developing a good understanding of mathematical concepts and basic numbers. Staff use questions to effectively promote children's thinking

and problem solving skills. For example, as children play with dough, staff ask how much they will need to fill the mould. Children's communication skills are also fostered well during play. Staff consistently repeat key words and phrases to clarify meaning successfully. As a result, children are becoming confident talkers, who are beginning to express themselves. The setting has printed words and numbers displayed on storage containers and on the walls. Furthermore, children have access to a wide range of books and they enjoy sitting in the cosy area to share the stories with staff. Consequently, children are beginning to develop a love for books and to understand that print has meaning.

Staff are skilled in planning to meet children's individual needs. They observe children and use this information to accurately assess their starting points. Observations are recorded in individual learning journals, along with annotated photographs, which are organised by areas of learning. Further assessments are scheduled at regular intervals, including the progress check completed for children aged between two and three years, which enables staff to plan for the next steps in children's learning. Partnerships with parents are developing well. A range of useful information is collected from parents as children start at the setting. Staff verbally share information about what children have been doing during the session and they encourage children to take home a story book at the end of each week. Further information is shared at parents' evenings about children's learning. Parents spoken to on the day are pleased with the progress their children are making. However, staff do not routinely collect information about children's home experiences, in order to incorporate this into the planning. Furthermore, parents are not always given consistent support to continue their child's learning at home.

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

Children are happy and confident at the setting. They are eager to engage with activities as staff offer encouragement through meaningful praise and support. Staff successfully meet the needs of each child and value them as individuals. For example, they stay close to children, who are new to the setting to provide reassurance. As a result, children's emotional needs are very well met because staff have built secure, responsive attachments with them. Staff talk to parents during the settling-in process to find out about children's likes and dislikes and incorporate this into their planning. The setting is very well maintained and organised. The wide range of toys and resources cover all areas of learning and they are attractively displayed or stored, so that children can independently access them. Consequently, children are becoming independent learners.

Children's behaviour is good because staff have a positive approach towards behaviour management. They calmly intervene in minor squabbles by giving children helpful language to use to enable them to share and diffuse issues quickly and effectively. Furthermore, staff are good role models and remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other and they talk about how children might be feeling. Consequently, children are learning to respect and have empathy for the feelings of others. Staff remind children how to keep themselves safe, for example, by explaining that they must keep their fingers away from the wheels as they move themselves along on the scooter. Children are provided with

daily opportunities to access fresh air and exercise in the large outdoor play area. While outdoors, children run about, balance as they traverse along the wooden border, use large wheeled toys and dig in the soil. As a result, they develop good physical skills. Children take small risks, appropriate for their age, for example, experimenting with the wheeled equipment to find new ways to move themselves around.

Staff effectively promote healthy lifestyles. They provide healthy snacks and talk to children about the benefits of eating healthily, both at snack time and during play. Children are supported to wash their hands at appropriate times during the day and staff sensitively support them as they visit the bathroom. Consequently, children are beginning to develop healthy habits and independently manage their self-care needs. Therefore, they are developing the skills they will need when they go to school. Older children are supported to become emotionally ready for school. Staff work closely with teaching staff to support children through their move and talk enthusiastically to them about what to expect. Children visit the classrooms and meet the teachers and as a result, they are well prepared for their move to school.

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

Managers have a very good understanding of their responsibilities to ensure practice meets the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. They follow robust systems to ensure staff are suitable to work with children. Induction procedures provide new staff with information about safety, evacuation procedures and roles and responsibilities. Staff attend regular safeguarding training, so they are very confident about identifying and reporting child-protection concerns they may have about children in their care. A very effective range of policies support their work and these are shared with parents as they start at the setting. Staff conduct regular risk assessments and remove any hazards, where appropriate. Access doors are kept locked and there are systems in place to monitor visitors. Accidents are accurately recorded and shared with parents and staff follow well-developed procedures to ensure medication is administered safely. Two members of staff have a current paediatric first-aid certificate. As a result, children are very well safeguarded at the setting.

The staff team is well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They are supported effectively by the foundation teacher within the school, who regularly observes their practice and gives constructive feedback to help them improve their teaching skills. Staff have attended appropriate training courses, which have had a positive impact on their knowledge and skills. The foundation teacher monitors the educational programmes well to ensure children are making good progress. Activities are planned to ensure children are suitably challenged and are based upon accurate observations and assessments.

Staff use a variety of strategies to engage parents. They share information on a daily basis about children's routines and activities they participate in. Displays in the entrance areas inform parents about staff, snacks, the Early Years Foundation Stage and other useful

information. Additionally, children take home a story book to share over the weekend. However, further support to help parents to understand how they can promote their child's learning at home is not always available. Nevertheless, parents spoken to during the inspection express their satisfaction with the setting, especially the way their children are progressing and have made friends. Staff have established good links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. The nursery also works closely with the local authority and the school's teaching staff, which further supports children's learning and promotes effective transitions.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY472267
<b>Local authority</b>	Wirral
<b>Inspection number</b>	961752
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Lingham Early Years Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 677 5381

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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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