

Lingfield Notre Dame Nursery

Inspection report for early years provision

Unique reference number EY392491
Inspection date 03/12/2009
Inspector Helen Penticost

Setting address Notre Dame School, Racecourse Road, LINGFIELD, Surrey,
RH7 6PH
Telephone number 01342833372
Email office@lingfieldnotredame.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lingfield Notre Dame School was founded in 1940 by the School Sisters of Notre Dame. It is an independent school providing a Christian education founded in the Catholic tradition, for boys and girls of all denominations, aged from two-and-a-half to eighteen years old. The school consists of a Junior School and a Senior School. However, the school functions as one school under the leadership of one principal. The school is set within 35 acres of gardens and woodlands and is situated on the outskirts of Lingfield, Surrey. The school serves a wide catchment area. The Caterpillars class is registered on the Early Years Register to provide care for a maximum of 16 children aged two years and there are currently 13 children on roll. Children can attend on either a full time or part time basis. Sessions run from 8:35am to 12:00 noon, or from 8:35am to 3:10pm. Children have access to a large classroom on the ground floor with an adjoining fully enclosed outside area. A team of ten staff work with the children, over half of whom hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and development is supported well, through the daily provision of stimulating play opportunities, within the child-centred environment. A team of caring, experienced staff work effectively together to provide a happy and harmonious experiences for all children. The staffing team's good relationships with parents ensures they fully understand each child's starting points and developmental needs. The nursery staff use reflective practice well to identify areas for development that will improve outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the current daily record of the names of the children looked after on the premises, includes their hours of attendance and the names of the key persons caring for the children (Documentation) 04/01/2010

To further improve the early years provision the registered person should:

- further develop a regular two-way flow of information, knowledge and expertise with other EYFS settings that children attend, to help support and extend children's learning and development

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, as appropriate procedures are in place which protect children from harm and neglect. All staff attend child protection training and have a sound knowledge and understanding of the setting's policies and procedures. Risk assessments are thorough and regularly reviewed; this ensures effective action is taken to manage and eliminate risks to children. Children are kept safe within the setting as the premises are fully secure and visitors are monitored and recorded. Most of the documentation required to ensure that children's health and welfare is effectively safeguarded is in place and well maintained. However, the current registration system used by the nursery does not record children's daily hours of attendance, which breaches a specific legal requirement.

The nursery continuously evaluates the strengths and weaknesses of the setting and takes well focused steps to improve practice. For example, a new system has been introduced to clearly highlight children's ever changing interests. The nursery is organised well which creates a stimulating and rich learning environment enabling children to thrive in a nurturing atmosphere. Deployment of staff is good; they take turns in the responsibilities around routine parts of the day such as snack time and coming together at the end of the session. The staffing team have regular opportunities to meet together to evaluate their practice and also have access to ongoing training programs, which aid their professional development.

Staff create effective partnerships with parents. They know children's individual needs because they seek detailed information about their personalities, preferences and learning styles. The setting creates initial links with other early years settings that children attend when the child first starts at the setting, however, this is not currently continued throughout the child's time at the setting. Parents receive regular information regarding their child's development and learning daily and through events such as parents' consultations.

The quality and standards of the early years provision and outcomes for children

Children have access to a particularly wide range of attractive play resources that they can select activities that interest them and many become completely engrossed in purposeful play. They are given gentle reminder regarding their behaviour for example they are encouraged to 'use walking feet indoors' and asked to 'switch on their listening ears'. Children are constantly praised for their efforts across the whole of the nursery. They know that their work is valued because staff display it prominently and they take countless photographs, which promotes children's confidence and self-esteem. Children are confident, friendly, develop good social skills and make friendships. Children's knowledge and understanding of the world in which they live, is developed through planned activities but staff also make good use of incidental opportunities. For example, at snack time one child asked 'Where do satsumas come from?' They discuss that satsumas grow in hot

countries and the child suggested Spain. Without prompting the child then recalls some Spanish words such as 'Hola' and 'Adios'.

Children are encouraged to adopt healthy lifestyles because the nursery promotes healthy eating and ensures the children receive regular fresh air and exercise through the free flow system in operation. Children develop good personal hygiene routines as they independently wash their hands prior to eating their meals and snacks and also after visiting the toilet. Children learn to recognise their own bodies' needs and are able to help themselves to drinks as they need them.

Children are highly skilled at practising letter sounds and are able to identify very quickly those in their own name. They look at letter sounds book and they are able to name the sounds of the letter and they complete the accompanying actions. They use a highly effective method to put on their own coats which enables them to complete the tricky task independently. Children sit and listen intently at story time where the staff use big books to enable all children to see. They are able to recall the story and predict what is going to happen next. Staff are perceptive to the ever changing needs of children and quickly notice when children are becoming restless and change the activity to music and movement instead.

Children use their knowledge of shape and space to solve practical construction problems. They expertly identify the hidden shapes within the shredded paper with great ease. Numeracy is well resourced within the setting including many number displays around the room. They take part in cooking activities and water play to develop their understanding of measure and volume. Children are adept at using the computer and they have used a program to produce pictures of themselves. Children use their listening skills to identify objects within a sound box. They quickly name the castanets, shaker, the popping of the bubble wrap and the ripping of the paper.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

