



Lawnswood Nursery

Inspection report for early years provision

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| Unique Reference Number | 250082 |
| Inspection date | 12 July 2006 |
| Inspector | Myra Lewis |
| Setting Address | c/o Shirley Heath Junior School, Coombe Road, Shirley, Solihull, West Midlands, B90 3DS |
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| Registered person | Lawnswood Childcare Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Lawnswood Day Nursery is one of several childcare provisions run by Lawnswood Childcare. It opened in 1992. It operates from facilities at Shirley Heath Junior School in the borough of Solihull. Facilities include, two classrooms, a toilet block and outdoor play area. The nursery is privately run and is managed independently of the school who's campus it shares. The nursery serves the local and surrounding areas.

There are currently 53 children from birth to five years on roll. This includes three

grant funded children. All children attend a variety of sessions. Arrangements are in place to support children with English as an additional language. There are no children attending with special educational needs, but satisfactory arrangements are in place to provide appropriate support.

The nursery opens five days a week throughout the year. Sessions are from 07:30 until 18:00.

There are seven staff who work with the children. Over half the staff have early years qualifications and the others are working towards an appropriate qualification. The setting receives support from a teacher mentor from the Early Years Development and Child Care Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is appropriately supported within the setting through established daily routines. Children stay healthy because the staff encourage them to learn the importance of hand washing before eating and after toileting. Children are encouraged to be independent and develop their self-care skills appropriately. Satisfactory nappy changing routines are in place and have regard to children's personal care needs.

Children's health is protected through the staff's knowledge of first aid and the observation of routine procedures to ensure the risks of cross-infection are minimised. An appropriate first aid box is available and its contents checked at regular intervals.

Children enjoy physical exercise and have opportunities to play outside each day. For example, children enjoy group activities such as catching and throwing games and use the slide and a selection of wheeled toys to extend their physical skills. There are regular walks where children learn and observe their local surroundings.

Babies and young children rest and sleep according to their respective needs. However, the use of bouncing cradles for children to sleep in are unsuitable. Their individual sleep patterns are discussed and agreed with parents, staff monitor children asleep and keep a record which is shared with parents.

All aspects of children's individual dietary needs are discussed and agreed with parents. Staff are aware of children's likes, dislikes and preferences. Children's meals are provided by external caterers, which promote healthy food options and menus are shared with parents. Children have healthy and nutritious snacks which are prepared by staff routinely, however, there are aspects of practice that need to be improved. Children enjoy sociable mealtimes together, children enjoy singing a dinnertime rhyme that reinforces the learning of good manners.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a happy, welcoming environment. They are cared for in age appropriate groups where they are able to move freely and independently around the play rooms. Effective security systems ensure the safe arrival and collection of children is maintained. Their safety is further protected as the staff have taken appropriate action to identify and minimise hazards through risk assessment of all areas of the setting. However, there are aspects of safety with regard to the position of electric fans, storage facilities and the outside play area that need attention.

Children have access to a range of age appropriate toys and resources, which are suitable for their purpose and safe for children to use. Toys are routinely cleaned and checked for safety. Children are beginning to understand the boundaries in place to keep them safe. For example, children are actively encouraged to help tidy away and understand the rules in place for their safety when playing outside.

Satisfactory fire evacuation plans are in place and practised with the children on a monthly basis. Staff have a clear understanding of the procedures and ensure an accurate record is maintained.

Children's welfare is further protected by staff's knowledge and understanding of child protection. Staff understand their role in sharing and recording any concerns they may have and to take necessary action, if they should be concerned. All staff have recent child protection training. Therefore children's welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from the warm, friendly environment and good interaction with staff, who support and encourage children's play appropriately. The children are familiar with the daily routines and keen to join in with the activities provided. They have positive relationships with staff and make their needs known.

Staff plan activities for babies and toddlers and have tried to adapt the planning system used by the pre-school staff. This will not always be appropriate for babies and toddler's age and stage of development. Staff are aware of the 'Birth to three matters' framework but have not had relevant training to put this into practice. Children have sufficient toys as staff know the children well and respond to their individual needs. Some toys are made accessible, such as puzzles and construction toys and children will ask for certain toys.

Children have daily opportunities to play outside. They are confident in their use of outdoor equipment such as wheeled toys and climbing apparatus. Staff take activities out into the garden so that children benefit from plenty of fresh air whilst they play. For example, sand and water play activities.

Nursery education

The quality of teaching and learning is satisfactory. Staff work well together and plan a variety of appropriate activities linked to the stepping stones to support children's learning and development. Staff monitor and evaluate activities to inform future plans and the next step for each child. Staff make observations of children's progress and record these on post-it notes, which are then added to children's assessment records. These also include dated samples of children's work.

Children enjoy all activities provided, they are eager to join in and learn new skills. However, the use of space and organisation of the daily routines limit these opportunities for children and their choices are restricted to one focused activity in the morning and afternoon, therefore learning is limited.

Children's speaking and listening skills are actively encouraged. They speak within a familiar group and make their needs known. Staff ask questions which promote children's thinking. However, at times when the whole group sit together younger children begin to lose interest and this distracts the other children and hinders their learning.

Children have access to writing materials to practise their mark making skills. Some children can recognise letters of their names and numbers as they play with letter and number flash cards. Many children can count up to ten with adult support. They talk about shapes and sizes in their environment and can differentiate between big and little. Children use a range of small tools such as scissors, paint brushes, and pencils with increasing control. There are opportunities for children to use the computer. Children have limited access to the home corner to develop their imaginative skills.

Children are encouraged to observe and describe the weather, learning about the different seasons at circle time. They talk about the days of the week and are able to talk about past and present events in their lives. They enjoy creative activities such as painting and collage, they respond to praise and encouragement from staff and are proud of their achievements.

Children enjoy songs and stories and generally they can listen attentively. They handle books appropriately however, they make little use of the book area during free play sessions. Children show control and co-ordination as they move confidently around the room. They enjoy outside play where they have access to suitable toys and resources to extend their physical development. They learn to climb, pedal, kick balls and practise their throwing and catching skills.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for as individuals, with their differences acknowledged and respected. They are treated with equal concern and their individual needs discussed and agreed with parents. All children regardless of ability, gender or background have equal access to all activities. Children settle easily and enjoy good relationships with staff and other children.

Positive behaviour is encouraged. Children are learning to share, take turns and play together. Staff act as positive role models and encourage children to show consideration for others. They learn about their own culture and those of other people through planned activities. Therefore, children's spiritual, moral, social and cultural development is fostered.

The well established partnership with parents ensures children's well-being is promoted. Parents are made welcome and staff make time to share and discuss all aspects of their children's care, therefore parents feel confident in the care provided for their children. Both written and verbal information is exchanged to keep parents fully informed about their children's activities and routines.

Partnership with parents and carers for funded children is satisfactory. Information for parents regarding the educational programme is included in the nursery prospectus and displayed on the notice board. This includes information on themes and topics that are planned for the children. Weekly information sheets inform parents of their children's ongoing progress.

Organisation

The organisation is satisfactory.

Children are happy and settled in their surroundings. They participate fully in the range of activities that are made available to them. Their individual needs are discussed with parents and their wishes respected.

All aspects of children's individual care needs are recorded, stored securely and confidentiality maintained at all times. Staff make time available each day to share with parents relevant information about their children's daily routines and activities. Written information is provided daily for children under two and weekly for children over two years. This provides additional information for parents. Therefore they are kept well informed of their children's daily routines and play activities.

Leadership and management for nursery education is satisfactory. Staff discuss and implement the pre-school programme and activities are linked to the stepping stones. However, at present staff's knowledge and understanding of the foundation stage is limited as staff have been unable to attend relevant training. The manager and staff are committed to the ongoing development of the pre-school programme.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the nursery were asked to; ensure sleeping babies are frequently checked; improve documentation regarding, child protection, lost children policy, accident, incident and medication recording; extend further toys and resources and those which reflect positive imagery; carry out a risk assessment of classroom window safety.

Satisfactory progress has been made in response to the recommendations raised. Documentation has been reviewed and includes relevant details regarding, child protection and lost children policies; accident, incident and medication records. The range of toys and resources have been extended, some of which reflect positive images of diversity, although further resources are still required to extend children's learning opportunities and play choices. Safety of the classroom windows has not been resolved however, staff ensure children are well supervised at all times.

Satisfactory progress has been made since the last inspection of nursery education. The setting was required to develop writing opportunities for children; use daily routines to promote children's mathematics and language development; improve organisation of the book corner and opportunities for information technology activities.

The staff have put together an action plan to address the issues raised. Children now have greater access to different writing materials, books and information technology and staff make better use of the daily routines to encourage children's mathematics and language development. However, further progress is still needed in these areas.

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure effective systems are followed when preparing foods
- review all aspects of safety with specific regard to hazards in the outdoor play area, storage facilities and accessibility of electric fans
- review and improve the organisation of group activities to extend the

outcomes for children by using an approach in line with 'Birth to three matters' Framework, enabling staff to attend relevant training and more opportunities for children to develop independent play

- ensure the equipment used by children to rest or sleep is suitable for their purpose and follow manufacturers guidance

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- strengthen staff's knowledge and understanding of the foundation stage curriculum in order to extend the challenges and learning opportunities for children.
- further extend the range of toys and resources for pre-school children and consider ways to improve the organisation of child initiated play activities to support their learning
- strengthen children's imaginative play and their interest in books.

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