

Lyndhurst Private Pre-School Day Nursery Ltd.

Inspection report for early years provision

Unique Reference Number	EY264161
Inspection date	18 July 2007
Inspector	Rosemary Beyer
Setting Address	84 Kilnwick Road, Pocklington, York, North Yorkshire, YO42 2JZ
Telephone number	01759 302228
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Registered person	Lyndhurst Private Pre-School Day Nursery Limited
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lyndhurst Private Pre-School Day Nursery was registered in November 1992 to provide full day care. The nursery is in the old school buildings and a separate building at the rear, used for babies. Children have the use of seven rooms and babies are also cared for in two rooms in the main house. School aged children who attend during school holidays use the school room and library area. There is a secure grassed outside area with large wooden equipment, a playground between the main building and the baby unit and a nature garden to which children also have access.

There are currently 19 staff employed, of whom 12 are appropriately qualified to National Vocational Qualification (NVQ) Level 3 and above, and four are working towards qualifications. They all have first aid certificates. There are also three staff employed in the kitchen, and one administrator. At present 88 children attend for a variety of sessions, of these 42 have funded places. The nursery is open throughout the year, weekdays only, from 07.30 until 18.00.

The nursery is within walking distance of local amenities, such as shops and schools. Staff are developing contacts with the new Children's Centre and have support from local authority advisers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for on premises which are clean and well maintained. Good hygiene practice is effectively implemented to prevent the spread of infection. The children learn, from an early age, of the importance of washing their hands to remove germs after outside play or personal care and before food. Staff are vigilant in ensuring they remember.

Good food is a very important part of the children's day, with meals prepared on the premises and an emphasis on healthy eating. The children eat very well, are willing to try new things and have fruit and vegetables as a regular part of their diet. They enjoy meal and snack times when they are able to sit chatting with their friends during what are very sociable occasions. Parents' wishes are respected if they have special dietary requirements for their children and the cook speaks to them individually to ensure any allergies or religious needs are considered. Children with different dietary needs have red table mats to highlight their special meals and to remind staff. Packed lunches can be provided from home if parents wish to do so, and these are stored in the fridge.

The children help themselves to water from a dispenser in the school room as they need it. They very capably fill their beakers, sit down to drink and then put their beakers in the bin as they know no-one else should use them. After playing in the garden, and getting warm they know they need to drink. Toddlers and babies are given drinks regularly to prevent dehydration.

A sick child policy is in place and made available to parents, who are also given information about exclusion times for infectious diseases. When children are taken ill parents are contacted, and children comforted until they arrive to collect them. Written permission is obtained from parents for the administration of medication should this be necessary, and staff have had training for the administration of emergency treatment in the event of serious allergic reactions.

Children have fresh air each day, weather permitting. Most remember to bring coats for cooler days and they know they need sun hats for protection. They use the varied outside space to develop their physical skills and also for general or focussed activities. The climbing and balancing equipment is very popular and the children use it confidently and capably. They also enjoy the nature garden and are growing a range of plants and herbs. If the weather is unsuitable for outside play then children do exercises inside.

The babies use cots or buggies, depending on parents' wishes, for their sleep periods and the toddlers have floor mats with individual sheets. If older children need to sleep they can also use the mats. The sleepers are regularly checked and these times noted as well as the overall sleep period being recorded for parents' information.

The older children's physical skills are developing very well. They move around confidently and capably, balance well and can use a wide range of implements and tools successfully. When they have completed pictures they hang them on the line with pegs to dry. They enjoy making models with clay, writing, doing puzzles and using construction toys to build complicated models.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Security is a high priority in the nursery, with visitors only admitted by staff after identification has been produced. External doors have security alarms so staff know the doors have been opened. The rear gardens and the play equipment area are all securely fenced and gated. When the front garden is used for nature study additional staff are present to ensure good supervision. Children are counted out and in by their peers when going to play outside.

Equipment is well maintained and the staff do checks each day both inside and out. Damaged items are removed for repair or disposal. Risk assessments have been completed and are regularly monitored, with weekly safety inspections made by the safety officer. Risk assessments are also discussed at the monthly staff meetings to highlight any particular concerns raised by the inspections. The safety officer also monitors the accident books to assess whether hazards can be removed if there are repeated accidents. Suitable equipment and furniture is available in each of the rooms used and appropriate for the children using it. The baby room in the main house has large windows which were screened, however the more active children have moved the screens therefore the windows are no longer protected. There is also a mirror on the wall which has a sharp edge.

The children learn to use equipment and resources safely from an early age, babies are encouraged to share and take turns as soon as possible. The older children access toys and resources from shelves, drawers and boxes easily and safely. When they move chairs around they hold the legs down to prevent accidents and after meals push the chairs under the tables. They also use scissors, sand and water with care.

The child protection procedure has been updated to take account of the recent changes and includes the Local Safeguarding Children Board and Ofsted contact details. The procedure for raising and referring concerns is displayed for parents and staff to see. The staff have a good knowledge of the signs and symptoms and the referral procedure, and have had training to ensure their knowledge is up to date. Children are taught to keep themselves safe as part of their curriculum and to develop an understanding of how to protect themselves. They develop a culture of respect and value for the individual. The children initiated a discussion with staff about the fact the inspector was a stranger, and why it was safe to speak to me.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a good understanding of the 'Birth to three matters' framework and use it as guidance for their care of the younger children. They provide a wide range of learning opportunities for the babies and toddlers and monitor their development to ensure they are making good progress. Each child has an individual file which is available to parents on request, with information about the Healthy Child, Strong Child, Competent Learner and Skilful Communicator recorded. Daily information sheets for parents have been developed to include activities in which the children have participated.

A focussed activity is provided for the children under two years of age each day, whether paint, gloop, play dough or feely materials such as pasta. Activities are planned to meet their needs. Art work is displayed on the walls. A good range of musical toys, puzzles and books is available, to suit the stage of development of the children. Photographs of the children are also displayed

on the walls. Staff have acquired some books which offer ideas for activities for younger children which they have found very useful.

Activities for the two year olds are also planned. Photographs are displayed on the walls and put into a scrapbook as a record of the activities. The children's development files are maintained in line with the 'Birth to three matters' framework. They enjoy using paint, play dough, glue and a wide range of toys including construction and puzzles. They also role play in the house and like music and movement. Outside play with ride-on toys and natural resources is also popular.

Nursery Education

The quality of teaching and learning is good. All children over three years old are included in the activities whether or not they have funded places at the nursery. The activities are planned to cover all the areas of learning and the key workers monitor development to ensure the children are making good progress through the stepping stones. They make regular observations of the children and put these in the development files. The staff running activities monitor them to ensure the appropriate outcome is achieved and then make notes for the next steps children should take. Staff use different amounts of intervention depending on the child's ability and confidence, and adapt their expectations accordingly. More challenge is provided for the more able children.

All the children are settled, confident and comfortable with the staff. They enter the nursery happily, curious to see what is on offer and keen to learn. The children concentrate well, completing tasks before moving on to others. The children spoken to during the inspection enjoy being with their friends, and like to do the activities, particularly paint and playing outside. They also like stories and singing.

The children are confident speakers and will sing songs or speak in front of their peers. They sit quietly while others are talking and are developing a wide vocabulary through open ended questions and conversation with staff and other children. They like stories and listen or participate in anticipating what will happen.

Books and stories are a very important part of the children's day. They know print carries meaning, use books correctly and can recognise their own names. Their table mats are named to help them learn. Most of the children can write their names recognisably, and they name their own drawings or paintings. Name labels are available for those who are unsure and need to copy. Children learn letters and words through the use of phonics, and some of them are able to read simple books. The older ones are able to recognise simple weather words which staff write to guide their drawings.

Children are developing a good understanding of mathematics, use number in general activities such as counting the children present and the number of beakers needed at lunch time, and can count well. They also can identify simple shapes and match or sort items into groups. Their problem solving skills are also developing well as they are able to discuss and experiment when using construction toys and materials.

Some very imaginative pictures are on display using hand prints to make flowers and sponges to make patterns. The children have also drawn pictures of fruit for their life drawing session. Staff change the materials and expectations when leading focussed activities, such as the weather pictures the children created. Older ones drew with a pencil then coloured in the cloud pictures they had drawn, younger children used paint to make a picture of the sun. Considerable

discussion developed about the weather and the floods the previous week. Also about snow and snowmen melting in the sun.

The children use the computer very capably and confidently, but also ask for help if they need it. Older children willingly help or advise the younger ones if they have problems. They use a range of technological toys including laptops, a compact disc (CD) player and other electronic toys with confidence.

Children's knowledge of the natural world is developing well. While playing in the nature garden or the front play area, the children search for bugs and plants. They are very keen to investigate using magnifying glasses to count their legs and look at their faces. They enjoy growing plants, carefully watering them, and then enjoy tasting and feeling the herbs.

Helping children make a positive contribution

The provision is good.

The nursery is very inclusive, with children and staff from a wide range of backgrounds and cultures. Children learn about other customs and cultures through a wide range of activities. They celebrate customs and festivals through food, craft, dressing up and music. For example, they do Dragon dancing for Chinese New Year, wear grass skirts when learning about Hawaii and make pancakes for Pancake Day. The French topic includes learning simple words which are displayed with the English equivalent, French breakfasts, flags and a collage of the Eiffel Tower with samples of costumes traditionally worn by French people. The children are also learning to count in French.

Staff challenge unacceptable language and behaviour, and provide positive images of those often discriminated against through the use of games and stories. The children are developing a good understanding that people are different and have different needs but must be treated with respect and as individuals. They are very considerate of each other and supportive of their peers.

Children with learning difficulties and disabilities are welcome in the setting. The special needs co-ordinator role is shared by two staff who have undertaken training recently, and are developing good contacts with outside agencies. They prepare and complete individual education plans and take advice from parents and other professionals to enable them to support the children helping them to develop their potential.

Children behave very well in the positive and encouraging environment. Babies and younger children learn to share and take turns as soon as they have the understanding, and develop a good awareness of acceptable behaviour. Staff provide very good role models, are polite and treat the children with respect. The older ones have a good understanding of how they should behave and learn to take responsibility for themselves. They discuss behaviour with the staff and with their peers if they have concerns. The behaviour policy includes the procedure to follow if staff have problems, for example about bullying, when parents would be involved to ensure consistent management at home and in the nursery.

Partnership with parents and carers is good. The nursery encourages them to get involved with their children's care and education. They can visit to see the activities, help in sessions if they have special skills or interests and maintain good contact with staff to support the children's development. Parents receive information about the Foundation Stage and the 'Birth to three matters' framework when their children start to attend the nursery or move from one age group

to another. A planning file is available in the entrance hall for them to see what the children will be doing. Monthly newsletters are valued by the parents, these give news about what has and what is to happen, for example new babies or new staff members and fundraising. Ideas for future events and possible activities to enjoy at home are also included. Parents spoken to during the inspection like to be involved and find the ideas useful.

Parents value the good communication with staff which keeps them informed about their child's day. Each child has a daily diary sheet containing information about food, sleep, nappies and, as a result of the parents' questionnaires, the activities the children have done. Parents were pleased to know about the care of their children but also wanted to know how they spent their time. Development files are completed for each child from their first day in the nursery, with observations, photos and pieces of work.

Children's social, moral, spiritual and cultural development is fostered. They learn to value each other and their differences. They know people live different lives and have other beliefs. On a day to day basis they learn about right and wrong, and respect for each other.

Organisation

The organisation is good.

Leadership and management is good. The aims and objectives of the nursery are very clear. The well written policies and procedures in place provide clear guidance for both staff and parents to ensure the safe and efficient management of the setting. The staff work well as a team to ensure the children have a safe and enjoyable time in the nursery. They provide good supervision and carefully plan the activities children enjoy. The children's progress through the stepping stones is monitored by the key workers who make observations and complete the individual files. However, as only the key workers make observations, some achievements are not recorded.

Robust systems are in place for the employment of new staff, with an effective induction and then on-going appraisals to monitor progress. There is a clear understanding that staff will undertake training to support their own personal development and further improve practice within the nursery.

The necessary recording and information is in place in line with regulation. Confidentiality is respected and records made available to parents on request. The certificate of registration is displayed and the conditions respected with good supervision maintained. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection staff discussed future training needs and how this would improve practice. The management has an expectation that staff undertake training to support their own personal development and the care provided. Children's care has been improved with the further development of staff knowledge of both the 'Birth to three matters' framework and child protection and special needs training courses.

Nursery Education

Staff were asked to develop a system to evaluate children's development through all the areas of learning, and to ensure activities were appropriate to the children's needs. Staff are now careful to adapt their expectations and teaching methods to take account of the children's

individual needs. They provide more challenging activities for the more able children, and more support for the younger ones. All the funded children are making good progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

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):

- protect the windows and the edges of the mirror in the new baby room to prevent access to children

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):

- ensure children's achievements are acknowledged by involving all staff in recording and passing on information about observations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk