



## Lyndhurst Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY292410
<b>Inspection date</b>	05 May 2005
<b>Inspector</b>	Susan Jennifer Scott
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<b>Registered person</b>	Hythe House Support LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Lyndhurst Nursery is an established provision that registered under new management in 2004.

It operates from three rooms, in a large house in Sittingbourne. The nursery serves the local area.

They accept children from two and a half years to five years old, this includes funded

three-year-olds and four-year-olds. Children attend a variety of sessions, generally the older children in the mornings and the younger children in the afternoons.

The group opens five days a week all year round. There are morning and afternoon sessions and children can bring a packed lunch. The sessions are from 09:00 until 12:00 or 13:00 and 12:30 until 13:00 until 15:00 for younger, non-funded children. There are 70 children on roll and 49 of these are in receipt of funded education.

Nearly all of the staff have an early years qualification to NVQ level 2 or above.

The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children learn good personal hygiene through appropriate routines during the sessions: older children visit the toilet independently, washing and drying their hands without help and younger children are assisted by staff. They benefit from the positive steps taken by staff to prevent the spread of infection, although there are no dedicated changing facilities that afford them privacy.

Staff effectively promote healthy eating by offering a choice of foods which are monitored for salt content, fruits and drinks such as milk, water or squashes during snack routines. Children enjoy the social opportunities which staff encourage during mealtimes, when they sit in small groups and discuss their favourite foods and family events. Packed lunches are stored in the kitchen area and staff offer parents advice about appropriate food items to minimise risks to children's health during hot weather. Children benefit from access to drinks of water during hot weather when they go outside; staff provide drinks when requested by the children at other times.

Children benefit from clear and well organised procedures and records for accidents, first aid and the administration of medication, for example, staff received training to administer an epipen and medication for epilepsy.

Children who are in receipt of funding for nursery education benefit from organised outdoor exercise from an instructor, who ensures they enjoy a variety of physical challenges. However, younger and some older children (who do not attend on the days when these sessions are offered), may not have frequent or independent access to the outdoor areas to extend their physical development: they have to rely on staff taking small groups outside to play and this is restricted by the weather.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from using the light, bright and well equipped premises. They move

from room to room confidently and are keen to use the outdoor areas because staff ensure they feel secure. Children are kept safe both inside and outside in the garden through the use of good security measures and close monitoring of safety, for example, the use of the security camera and alarm. Risk assessments are used well and children are protected by staff, who regularly review procedures: fire procedures have been reviewed recently to ensure children have a safe place to assemble.

Children know the routines and wait for staff to let them outside to play; they move between rooms confidently, selecting equipment and resources with a degree of independence although some resources are too high for children to access independently and staff have to access these when children request them.

Staff are confident about keeping children safe from harm; they recently participated in child protection training and have good access to expertise in first aid. The policies and procedures provide them with an appropriate framework to ensure children are kept safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The arrangements to settle children into the nursery are successful: children arrive happily and are eager to participate in the programme. Children rarely cry and have positive relationships with adults, who help them to participate in activities. Children eagerly initiate conversations with adults who extend their understanding through good questioning techniques and effective use of praise. Children enjoy learning about other cultures by participating in activities that celebrate a variety of festivals and tasting a range of foods. They enjoy representing their experiences through the use of creative activities such as painting and collage although their access to the play house outside is limited. Children initiate their own learning and explore through the use of such activities as music and dance, although their physical skills are not developed through the regular use of balancing and climbing equipment. They are becoming independent learners, although they cannot easily access the full range of toys or equipment without adult help. Children have appropriate support from, and good interactions with staff who know them well and are aware of their preferences.

Staff are not using the Birth to three matters framework and do not record the development and progress of non funded children. This results in planning for activities which do not specifically support the needs of individual children under three years, although activities and staff enable them to be involved and to learn from their peers.

The quality of Teaching and Learning is satisfactory.

Children have a sense of pride in work and they are eager to share their achievements with adults and confident enough to discuss their choices of materials and resources with them. Children are interested and involved in many areas of learning by who staff support them well. Staff enable children to explore and extend their interest by encouraging them to freely move from one activity to another . Occasionally, children's learning is not extended by a lack of independence: they

have to wait to access outdoor play so that they are accompanied by an adult and they have to finish activities to participate in the whole group routine for snack time.

Children are confident communicators, talking to staff and other adults about their work, and expressing their ideas with enthusiasm. Access to a selection of text and written language is not fully promoted and this results in some able children not being challenged sufficiently; for example, children do not name their own work.

Children's understanding of numbers is encouraged through some routines, they enjoy talking about the date but they are not able to extend this through having responsibility for routines such as, laying out cups or chairs for those present.

Staff provide good access to a range of technology which children use with confidence and enjoyment; they observe when the timers indicate other children should be offered a turn, and apply these rules. Children participate in a range of appropriate activities to celebrate diverse festivals which are organised by staff to widen their knowledge and understanding of the world.

Children's access to vigorous play is not sufficiently frequent to ensure they fully develop their physical skills. The opportunity to access the spacious and attractive outside environment is greeted with enthusiasm and joy during the sessions.

Children enjoy creative opportunities, particularly making music, they choose from a selection of instruments and request their favourite tapes, although staff do not challenge stereotypical assumptions made when the boys do not enjoy the ballet music, and fully extend their learning.

The staff use the Foundation Stage Curriculum to plan the programme for children, and plans identify appropriate learning activities for children. Plans are completed by one staff member, though other staff can feed information and suggestions into these plans which are flexible. Children's records are not used as an integral part of planning, consequently the next steps are not securely based on what individual children know and what they need to do to progress. However, the records of children's progress relate to the stepping stones and early learning goals, so that staff are mindful of their needs when planning. Staff use good questioning techniques which encourage children to become involved and this boosts their self esteem by showing them that they are valued. Staff are vigilant and respond promptly to children's requests and needs, promoting the development of their confidence and interest in the programme.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's records contain a good range of individual information which staff use to encourage children to settle, to grow in confidence and to be able to participate in the programme. Children who have English as an additional language and those with special needs are offered support to enable them to participate in the programme fully. Staff arrange access for anyone with disability and promote use of the nursery

amongst all sections of the community so that children develop a balanced view from these contacts.

Staff occasionally limit their expectations of children which results in children not being fully challenged or involved. Children's behaviour is managed well, enabling them to respond positively to staff and to develop good levels of self esteem. Staff re-direct children's attention and give supportive suggestions to encourage their involvement in activities, which successfully diffuses potential conflicts. Children show a good understanding of turn taking and sharing, for example, they refer to the timers when asked by other children for access when using the computers. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from the positive relationships between the nursery staff and parents: they arrive happily and settle well. Parents receive verbal feedback after sessions and are confident in staff, sharing information and enabling children to benefit from reinforcement of specialist advice such as that from speech therapists.

Staff are arranging consultations with parents to share the developmental records made at the nursery. Some information about the children's skills and knowledge is shared on entry and assists the staff in identifying what support is needed by individual children, but this does not cover all areas of development. All parents are encouraged to comment on the provision through the use of a suggestion box and their suggestions have been acted upon by the new owners.

## **Organisation**

The organisation is good.

The children benefit from an environment that has been recently upgraded and developed to provide furnishings and resources of good quality that are appropriate to their needs. This has resulted in bright and comfortable surroundings where children can move around safely and independently to stimulate their interests and explore. Staff form a strong team, resulting in a positive relationships with families who use the nursery. Recent training events have been organised so that children benefit from staff who are confident and up to date in many areas of knowledge; for example, most staff are appropriately qualified and all their records have been checked and updated recently by the new owner. Deployment of staff is good and as a result the children's needs are well catered for and they feel relaxed.

Documentation is well organised and accurate, certificates are displayed and policies and procedures are available so that parents, and children, know what the service offers. Staff are aware of the need to develop systems for working with children under three years so that plans can incorporate their needs and support their individual progress effectively. Overall, the needs of all the children attending are met.

Leadership and management are satisfactory. There is a clear support structure in the organisation which takes account of the ideas of staff and the needs of the children. However, there is no monitoring or evaluation of the quality of provision; in particular, the children do not benefit from an assessment of how fully their needs are

met within the programme, or an objective identification of the strengths and weaknesses of the provision.

There is clear and effective communication between staff and managers, and a commitment to ensure that a quality service is offered to users of the nursery. Systems are being developed to ensure that staff strengths are identified through appraisal and that training needs are recognised and catered for. The new manager has introduced a system of consultations for parents in order to share information on children's on going development; this will enable staff and parents to work together to observe and plan for children's progress.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since this provider was registered Ofsted have not received any complaints

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

### **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):

- use information from parents to develop initial profiles that assist staff in planning for children, for example, using the Birth to Three Matters framework and ensure that expectations are equally high for all children
- ensure all children have access to outside play area frequently and regularly

#### **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):

- use the Foundation Stage Curriculum to plan for individual children's progress

so that all aspects in each area of learning are covered

- develop a system to monitor and evaluate the delivery of nursery education

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)