

# Lanefields Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	311393
<b>Inspection date</b>	07 September 2007
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	28 Smithy Lane, Skelmanthorpe, Huddersfield, West Yorkshire, HD8 9DE
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<b>Registered person</b>	Jitterbugs Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Lanefields Day Nursery has been registered since 1996 and is privately owned along with another as part of a limited company. It is located in Skelmanthorpe, Huddersfield and serves the local community and surrounding area. There are four playrooms, a kitchen, office and staff room, and toilets for children and adults. There are also two outdoor play areas. It is open from Monday to Friday all year round from 07:30 to 18:00.

The nursery may care for 58 children at any one time. There are currently 99 children on roll. Of these 27 are in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery also provides wrap around care for children who attend local nursery schools and reception classes. Children with special needs are supported.

There are 22 staff working with the children, most having an early years qualification.

The nursery was awarded the Quality Assurance certificate in 2006 and receives support from local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children enthusiastically enjoy outdoor play activities throughout their time at the nursery. This contributes to their general good health. They engage in wide range of challenging physical activities that promotes good hand and eye coordination as they throw and catch balls and climb and balance. Children successfully negotiate obstacles, as they move with control, for example, as they run, jump and balance on beams. They skilfully manoeuvre wheeled toys around the playground. Staff follow closely the 'Birth to three matters' framework and children under three years benefit from this. Babies explore their immediate environment, encouraged by staff who stay physically and emotionally close.

Children are well protected from illness and infection as they are cared for in clean and well-maintained premises. Children know the importance of personal hygiene as they readily follow good practice and daily routines. For example, they wash their hands frequently throughout the session, in particular after accessing the toilet, before eating and after outdoor play without reminders. Older children manage their personal needs effectively, as they apply sun cream before going out to play. Staff hold current first aid certificates and there are clear details for the exclusion of sick children to prevent cross infection. Arrangements for first aid and administering medication successfully meet requirements and protect children.

Children enjoy a good range of healthy snacks and meals. They access drinks that are freely available all through the session. The menu takes into account children's dietary needs and parents' wishes, which contributes significantly to children's understanding of a healthy lifestyle. Children are confident and independently access snacks according to their own needs. They also help to set the table for lunch. Children are well rested and alert and so enjoy their play.

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

The provision is good.

Children are cared for in safe and welcoming environment. Staff are secure in their understanding of their role in keeping children safe and daily checks of the premises are made. Children are protected from potential hazards as steps are taken to minimise identified risks. This enables children to move around freely and safely, indoors and outdoors. Effective safety and security precautions are in place, such as all gates having secure fastenings. Children independently select activities from a wide range of good quality toys and equipment stored in child height furniture. The staff carefully monitors all toys to ensure they are safe and appropriate for their age and stage of development.

Children are familiar with keeping themselves safe when out as they are introduced to road safety through topics and role-play activities. Children are aware of procedures to follow in the event of a fire. Fire drills are held regularly, recorded and assessed in order that any problems can be discussed and rectified to maintain children's safety. Children are well protected as the staff have a secure understanding of their role and responsibilities with regards to child protection matters. Policies and procedures are in place and follow the Safeguarding Children Board guidelines.

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

The provision is good.

Children arrive happy and eager to participate in their time at the nursery. Close and caring relationships between staff and children increase children's sense of trust and their self-esteem. Children show a strong sense of belonging. They actively make choices about their play, selecting resources and undertaking tasks from the broad range available. They demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They confidently put on aprons to paint and help themselves to a broad range of quality resources. However, the organisation of some group activities does not meet the needs of all the children.

Staff effectively plan activities that interest and motivate children. Children enjoy many pleasurable experiences. For example, as they climb the climbing frame and imagine they are in a balloon flying over the nursery. Younger children laugh with delight as they have fun with the musical toys. Staff consistently responds to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills. They receive high levels of support from staff who use observations and their knowledge of the children, to build on what they can do to extend activities at the child's own pace. This results in children being confident enthusiastic learners.

Nursery education.

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences. They show good concentration skills as they work together with the wooden bricks to construct simple and complex models. They build and design, extending their imagination and their natural creativity using a wide variety of craft materials and resources.

Children are confident speakers and listen intently to each other when playing and in groups. They discuss with laughter trying to fly a kite when there was not enough wind to keep the kite in the air. Children behave very well and are sensitive to the needs of others. They manage their own behaviour well, using language to resolve conflict, encouraged and supported by skilled staff. Children have an understanding that print has a meaning. They write for a purpose as they make books as part of set activities, although there are missed opportunities to extend children's writing in everyday routines and on the individual work.

Children benefit from individual support to help them to recognise shapes, colours and sizes. For example, in group activities they can recognise, match and name shapes, such as spheres. Children have good counting skills and are introduced to number operations in focused activities.

Priority is given to getting to know children and their families well. Staff gain a beneficial understanding of children's interests by talking to parents and observing children as they play. They regularly assess children's progress providing a clear picture of their progress for parents. Staff use this information to plan appropriate challenge for children. Staff interact well with children and involve them in some planning activities. They make good use of open-ended questions to develop children's thinking, stimulate curiosity and encourage them to use their imagination. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning. Overall children make good progress in all areas of learning.

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

The provision is good.

Children have a strong sense of belonging and feel at ease within the environment. They are warmly welcomed by staff who are sensitive to their needs and value their individuality. Staff work closely with parents to find out what is important to children, such as special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they have been doing at home. This contributes effectively to children developing self-esteem.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when struggling to hold the paper whilst sticking a collage. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in group times and independent play. Children talk about family celebrations at group time. Well-planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors to broaden their knowledge of the environment. This helps children appreciate each other's similarities and differences and gain an understanding of the lives of others.

Partnership with parents and carers is good. Priority is given to getting to know children and their families well. This ensures children are cared for in an environment that is sensitive to their individual needs and home routines are followed. Parents are confident in approaching staff and regularly share their views through a suggestions box. Parents are kept informed about what their children are doing and learning through newsletters, photographs and notice board. Parents and staff share daily information about the children's day. This encourages parents to become involved in their children's learning in meaningful ways.

## **Organisation**

The organisation is good.

Children are cared for in an environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. The indoor and outdoor space is laid out to maximise play opportunities for children and encourage their independence and initiative. All permission forms and records are in place and maintained appropriately.

Children benefit from the staff team who are committed to self-evaluation and improvement of their practice. They share a clear understanding of good early years practice through a comprehensive induction process. Policies and procedures are used to promote the welfare, care and learning of children that contributes to their well-being. There is an appraisal system in place to identify staff training needs and ensure the policies and procedures are consistently applied. They make good use of observations and assessments to monitor children's progress and identify gaps in the provision.

Leadership and management of the nursery are good. The cohesive staff team are enthusiastic and take advantage of training opportunities to improve their practice. This commitment to

improvement ensures the continuing development of the educational provision. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection, it was recommended that the provider extend the range materials in the nursery to cover a wider range of positive images to reflect non-stereotypical roles, racial, cultural and religious diversity and disability. The nursery has provided more books and variety of play materials including figures, which show positive images of other cultures. There is now a selection of posters and displays which goes towards raising children's awareness of diversity.

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

Since the last inspection, concerns were raised about the setting in relation to Standard 1: Suitable Person and Standard 13: Child Protection. Ofsted carried out an investigation and found that the provider had conducted an internal investigation, taking appropriate steps to address the concerns. The setting continues to meet the National Standards and the provider remains qualified for registration.

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):

- consider the organisation of group activities to meet the needs of all 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):

- further develop opportunities for children to write for real purposes and encourage children to use different forms of writing, for example, lists, instructions and stories.

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](http://www.ofsted.gov.uk)