

Lymehurst Private Day Nursery

Inspection report for early years provision

Unique Reference Number	310343
Inspection date	05 March 2008
Inspector	Cynthia Walker
Setting Address	181 Flixton Road, Flixton, Urmston, Manchester, Lancashire, M41 5ED
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Registered person	Gillian Ellis
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 outstanding.

WHAT SORT OF SETTING IS IT?

Lymehurst Day Nursery is privately owned and was registered in 1992. The nursery operates from a detached Victorian house in Flixton, Trafford and serves the local area. The pre-school children occupy two rooms in the basement area, with younger babies in two rooms on the ground floor and children aged 18 months to three years using three playrooms on the first floor. There is a secure outdoor play area. The nursery is open five days a week throughout the year from 07.30 until 18.00.

The nursery is registered to care for a maximum of 75 children under eight years. Currently there are 93 children who attend the nursery, of these, 18 children are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery supports children with learning difficulties and disabilities.

There are 16 full time and five part time staff who work with the children. Over half the staff have appropriate early years qualifications and three staff are working towards appropriate qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy physical activity by regular access to the outdoor area throughout the day. They enjoy running around the grassed area and balancing skilfully on low beams. Children climb the slope to the climbing frame and enthusiastically go down the slide. They negotiate space as they expertly manoeuvre the wheeled toys around the hard standing. The out of school children enjoy throwing and catching balls and kicking balls to each other. Staff make good use of the outdoor area as an extension for learning and play. Younger children are enthused by the introduction of colourful ribbons suspended from a line, which encourages them to wave individual ribbons in the breeze. Older children enjoy painting on a clear plastic board and drawing around each other with chalks on the floor. Photographs highlight children's involvement in obstacle courses, music and movement, and skilfully controlling and manipulating a parachute.

Children are well nourished by meals which are freshly cooked on the premises on a daily basis and include a variety of vegetables. The nursery has a healthy eating award and fruit is introduced at meal and snack times. They enjoy a relaxed social atmosphere at lunch times and the older children are encouraged to serve themselves. Children are able to access fresh drinking water independently throughout the day. The children's dietary needs are discussed with parents and efficiently recorded to ensure the individual needs of the children are met.

Children are developing an understanding of personal hygiene as they wash their hands after going to the toilet and before eating their meals. Photographs in the older children's toilet areas encourage children to wash their hands and clean their teeth. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow suitable procedures. Information from parents as children begin their care establishes the children's daily routines, to enable staff to sensitively encourage children to have appropriate rest or sleep. Younger children are developing emotional well-being through loving and caring relationships.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, warm and secure environment. The skilful organisation of the playrooms within the nursery actively encourages children to participate in a stimulating range of activities and enables them to move spontaneously and independently around all areas of play and learning. Colourful displays, including children's artwork and photographs of their involvement in a variety of activities, ensure the nursery is an exciting place to be. Children are accessing a broad range of resources which are appropriate to their ages and stages of development and actively support play and learning. These are regularly rotated to maintain and stimulate the children's interest. Resources are constructively arranged which enables children to make spontaneous decisions about the resources they are going to use.

Detailed procedures are in place to identify any hazards to children that may have occurred within the nursery and risk assessments are completed for specific activities and any outings children participate in. However, potential hazards within the individual playrooms have not been identified. Children are developing an understanding of safety as they respond to the clear instructions about how to negotiate the stairs from the first floor. Regular fire practises reinforce the children's understanding of fire safety.

Children are efficiently safeguarded by staff who have a sound understanding of child protection procedures which are in line with the Local Safeguarding Children Board. Staff are reinforcing and maintaining their knowledge and understanding by attending relevant training on child protection.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy their time in nursery and arrive happy and eager to participate. Staff plan a versatile range of activities to enhance the children's learning, which reflects their excellent understanding of the needs of children under three. Detailed observations are completed on the younger children which include focussed and spontaneous observations and clearly identify their future learning. Information from these observations is used to directly inform the future planning, with the younger babies having individual play plans. Younger children have developed warm and trusting relationships with the staff, for example, babies snuggle happily with staff whilst being given a bottle and older children run to staff for a cuddle. Staff interact highly effectively with the children and their spontaneous enthusiasm stimulates the children's active involvement in play and learning.

There is a cheerful atmosphere within nursery where children become confident and motivated learners. Babies enjoy calm and purposeful play as they explore a variety of sensory items such as cones and peat, whilst others examine the texture of material as staff put it over their heads to play 'peek a boo' and children gently rub it against their faces. There are also periods of great excitement as babies enthusiastically become involved in water play and joyfully splash any members of staff who come within their range. Small babies are entranced by their reflection in a mirror and chatter quietly to their reflection.

All children confidently communicate with all adults entering the playrooms. Toddlers spend time in the play kitchen putting toy peas into a pan and carefully putting the lids on before placing them on the toy cooker. They enjoy building towers with wooden bricks and achieve five bricks before they enthusiastically knock them down. Children sit engrossed looking at books whilst sitting in a small chair nonchalantly crossing their legs whilst others identify characters in a jigsaw. Photographs highlight the children's involvement in playing with jelly, balloons, baking and making junk models.

Children over two years old sit quietly as a group and listen with good concentration to a story, and they have opportunity to play in their role play area which has been converted to a mini beast garden containing compost, magnifying glasses and toy creepy crawlies. An interesting display reflects children over two years old going on a trip to the Manchester Museum. The out of school children explain that they enjoy coming to the nursery because they like doing messy activities. Staff explain that children are actively involved in planning the activities with flexibility, as highlighted on inspection when children voted to play outdoors instead of doing junk modelling.

Nursery Education.

The quality of teaching and learning is outstanding. Staff have a secure understanding of the early learning goals and plan an exceptional range of activities and experiences suited to the different ages and abilities which encompass all areas of learning. A variety of thorough assessment methods are used to identify the individual children's progress and include focussed and spontaneous observations. The children's next steps for learning are discussed on a weekly

basis and this information is used constructively to inform the future planned programme of activities. The staff's effective questioning and clear expectations challenge and support children to achieve as much as they can. The versatile experience of the staff team, which includes a teacher, ensures that teaching interests children and helps them stay focussed and persist at activities for some time. Good use of small groups linked to different abilities for specific activities and stories reinforces children's ability to maintain interest. The exceptional organisation of the environment and resources contributes significantly to enabling children to make as much progress as they can.

Children have a very positive attitude to learning and use their initiative and take responsibility for their play and learning. They communicate well and use language to give explanations, for example, whilst pointing to the clock they explain that when the black hand gets to number seven then it is time to tidy up and children share experiences from home during group circle time. There is an excellent use of simple phonics as children are encouraged to growl like a puppy to identify the letter 'R' which is reinforced by a good selection of items beginning with 'R' including tasting raspberries. An interesting writing area and the availability of notepads and clipboards in other areas including the toy workshop and construction encourages children to make marks, with some children able to write their names on completed artwork.

Children can confidently count to 15 and with some support to 26 as they count animals they have been busy matching and putting in order. They become involved in simple calculation as they count how many children are eating bananas and how many are eating crumpets and skilfully add these together to estimate how many children all together are eating snack. Children use small tape measures to discover which child is the tallest as they measure the outlines of their bodies they have drawn in the outdoor area. Children benefit from small group work where they are introduced to a diverse range of activities to significantly enhance their mathematical development.

They become very animated as they explore and investigate the properties of ice as it melts in the water tray and are astonished to find ice in the sand tray and amazed at how it interacts with the sand. Displays of interesting junk models completed by the children reflect an unusual array of subjects including a flying saucer, an elephant and an oven. A variety of stimulating projects has inspired the children's interest in their environment, for example, visits to the history and the science museums and trips on buses and the tram.

Children draw around their hands on the clear plastic board in the outdoor area which they then extend to painting to see which is the easiest to do and relish the experience of being messy. Displays around the rooms reflect the children's good imagination and include interesting pictures of places people live, such as a log cabin, a tent and an igloo. A remarkable toyshop and workshop area has been created including a wonderful array of resources, which inspires the children's imagination as they negotiate and work harmoniously together.

Helping children make a positive contribution

The provision is good.

Children are developing a positive attitude to others through the provision of a good range of resources which include dressing up clothes, dolls, small world figures, jigsaws, musical instruments and books. Activities which enable the children to develop an understanding of other cultures and their own community are included in the planned programme of activities, for example, food tasting from around the world. Discussions with parents establish the children's individual needs to ensure appropriate care can be given. The nursery has effective systems in

place to support children with learning difficulties and disabilities. The majority of the staff team have completed training on signing which they use confidently and naturally with all the children in the nursery. In discussion with parents, they highlight the fantastic social experience offered to children. Children's spiritual, moral, social and cultural development is fostered.

Children behave well in response to the calm and consistent response from staff. They are confident within the routines of the nursery and respond well to the staff's expectations, particularly at tidy up times and meal times. Children have developed a positive attitude with each other and play harmoniously together at role play or at play dough. They share resources in the sand and whilst sorting animals, and take turns at activities. The use of Barney and Dave the toy nursery bears gives children the opportunity to show how they care as they take the toys home for weekends or on holiday with parents recording this in special books. Younger children are developing self assurance from close and effective relationships.

Partnership with parents and carers is outstanding. Parents are actively welcomed into the nursery and are valued for their contributions. Very positive discussion with parents identifies they like the family atmosphere, the good interaction where their children are well nurtured and the detailed information they receive. Colourful and interesting displays within the entrance hall detail the different learning programmes their children are involved in. Parents receive effective information packs on the nursery, regular newsletters and invitations to various social events. The nursery takes positive steps to ensure that parents are kept well informed of all the policies and procedures. As their children move into the pre-school section of the nursery the parents receive an informative pack giving details on the Foundation Stage and are asked to complete the 'all about me' booklet. The ongoing needs of all the children are shared in daily communication books which highlight the activities their children have been involved in and allows parents to comment. An annual parents evening enables parents to discuss their children's achievements and progress, and is supported by an end of term summary linked to all the areas of children's learning and encourages parents to contribute. The newsletters give information on all the activities to enable parents to be involved in their children's learning, and the letter of the week is clearly displayed in the hall.

Organisation

The organisation is outstanding.

An excellent range of documentation which contributes significantly to promoting the welfare, care and learning of the children is in place. This includes a comprehensive range of policies and procedures which are regularly reviewed and reflected in daily practice, for example, behaviour. The nursery has recently completed a complex folder linked to their involvement with the local authority quality assurance scheme which is waiting to be verified. Rigorous recruitment and vetting procedures are in place to determine the suitability of staff members to safeguard the children at the nursery. Staffing files are being updated as part of the annual review of documentation. The nursery has an extremely positive attitude to training with regular in-service training using external trainers. Over half the staff team have early years qualifications and some members of staff are to work towards an early years foundation degree. Children's care and learning are greatly enhanced by the exceptional quality of accommodation and resources, which contributes to their confidence in initiating and extending their own play and learning.

Leadership and management is outstanding. An extremely strong management structure and excellent procedures actively support the newly established team to work effectively together and ensure that the efficient learning programme can continue and be maintained. Regular

staff meetings and weekly planning meetings ensure the high quality of outcomes for children is maintained. There are clear systems in place to monitor the overall setting, and the provision for nursery education is evaluated on a weekly basis. The nursery has developed strong links with advisors from the local authority to enable them to continue to improve the quality of education for children.

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

Improvements since the last inspection

At the previous care inspection the nursery was given two recommendations in relation to the attendance registers and the child protection policy. At the education inspection points for consideration were raised in relation to physical skills and opportunities for children to learn about their environment.

Detailed registers are in place to ensure the appropriate ratios for children are maintained within the nursery. The child protection policy includes procedures to follow if there is an allegation against a staff member, which appropriately safeguards the children whilst at nursery. Children enjoy physical activity by regular access to the outdoor area throughout the day and planned activities reflect the children's involvement in music and movement activities. A variety of stimulating projects has inspired the children's interest in their environment, for example, visits to the history and the science museums and trips on buses and the tram.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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):

- review the procedures for recording potential risks on the nursery premises.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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