



## **Lynwood Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY232901
<b>Inspection date</b>	12 July 2005
<b>Inspector</b>	Lorraine, Susan Fay

<b>Setting Address</b>	230 Hibson Road, Nelson, Lancashire, BB9 0QA
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<b>Telephone number</b>	01282 691 250
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**E-mail**

<b>Registered person</b>	Sandra Butterworth
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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 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?

Lynwood Nursery operates from the ground floor of a detached property which is situated within easy access of Nelson town centre. The nursery is privately owned. The premises have been purposely adapted to meet the needs of young children. The entrance hall also utilised as a library area leads to two activity rooms, a 'messy area', a sleep room, children's bathroom and nappy changing area. There are separate toilet facilities for staff and visitors. The conservatory acts as another play

and activity facility for the children. A kitchen is used for the preparation of drinks, snacks and main meals. The attached garage provides a resource for storing equipment and laundry area. There is also a small office.

There is a large secure garden to the rear of the nursery.

This nursery is open from 07.30 until 17.45 Monday to Friday all year round excluding Bank Holidays. The setting is registered for 28 children under the age of 8 years, of whom no more than three can be aged under 2 years. The under two places are normally taken by children aged twenty months plus. There are currently 39 children on role 33 of whom are in receipt of nursery education funding. There are currently no children with identified special needs and none with English as an additional language.

There are ten staff currently employed, nine of whom hold formal child care qualifications, level three. A cook is also included within the staff team. This nursery provides a training environment for students undertaking child care qualifications. Children attend for a variety of sessions depending on requirements.

This setting is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Staff ensure that children follow strong routine procedures which in turn minimise the risk of infection and cross contamination. Staff lead by good example, as a result children learn the importance of hand washing at appropriate times throughout the day. Children are encouraged to take responsibility for their own hygiene and are extremely motivated when attending to themselves in the bathroom. This means that children develop great independence and an awareness of personal hygiene. Staff follow strict practices in relation to keeping the premises, toys and equipment clean. These practices allow children to play in a clean environment without risk to their health.

Children enjoy a healthy diet and look forward to home cooked meals which are freshly prepared on the premises. They take great delight in sitting together at meal times. They chat freely to their friends and staff. This good practice allows them to develop their social skills and their understanding of nutrition. On the day of the inspection the practitioner informed the children that milk was good for their bones and teeth. At the beginning of the placement staff gather information from parents in relation to children's likes, dislikes and any other dietary requirements. This means that children's individual dietary needs are very well met.

Staff plan a wide and interesting programme of physical play activity for all age ranges. Children laugh out loud as they follow the instructions of the energetic staff. They act out the 'Superman' song and dance to the sound of the musical instruments.

Children look forward to their weekly PE lesson where they learn to develop very good control over their bodies. They develop their fine motor skills as they cut around shapes when making collage pictures and digging in the garden when planting seeds and plants. Staff ensure that children continue to develop their physical skills in an exciting way. They plan physical play sessions with fun in mind.

Children enjoy a range of challenging outdoor play activities. They are confident as they run around the nursery garden and climb the climbing equipment. Children recognise changes to their bodies. They feel their heart's beat faster after running around. Staff ensure that children wear sun hats and protective cream when playing in the sunshine. This means that children learn the importance of protecting themselves from the sun. One child tells the Inspector "we have to wear our hats and put our cream on or will get burnt".

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

The provision is satisfactory.

Children stay safe because staff pay appropriate attention to their safety both within the setting and during outings. Risk assessments are adequate and are regularly updated. A satisfactory safety policy is shared with all staff. This means that all staff are aware of their responsibilities and are able to create a safe environment in which children can play and develop. The premises are secure and enhanced with additional safety features for example socket covers and the regular maintenance of electrical and gas appliances. Children are able to play safely in the nursery garden as staff conduct satisfactory checks of the outside area before children venture outside. There is however no record of visitors. This will impact on the children's safety when monitoring who is who within the building.

Equipment is well maintained and readily accessible to most children. A system is in place for the reporting of any faulty equipment. This means that staff remain vigilant and have the safety of the children in mind when setting out activities and equipment. Children are therefore able to play and explore the activities in safety. Staff create an environment in which children feel secure. Children are happy and content to leave their parents and come into the setting. Children learn the importance of keeping a safe environment by helping to keep the nursery tidy. They help staff to tidy away activities at the end of the session. Staff keep records up to date which have impact upon the safety of the children. Emergency contact details are well documented and accident records are in clear detail. Staff can therefore readily contact parents should an accident or incident occur.

There is a child protection policy which is made available to staff and parents. The policy does not include procedures to follow should there be an allegation made against a staff member. As a result the wellbeing of the children is compromised.

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

The provision is satisfactory.

Children enjoy and achieve because practitioners provide a satisfactory range of sufficient play opportunities for all age ranges. Children in general feel happy and settled as they are able to move around the setting freely. Staff plan resources and use space well in order that children are able to explore toys and equipment independently. They adapt activities to allow all children to take part in art, craft and music. However, children's access to mark making and imaginative role play is less effective. Children overall are confident and many respond to the challenges set by the staff. They relate well towards each other and work harmoniously as a group. They learn to take turns and develop their concentration for example when listening to stories. Children are given the opportunity to become independent. They are actively encouraged to attend to their own needs for example when using the bathroom and putting on their own aprons in preparation for craft activities. Children are provided with sufficient opportunities to develop their social skills. They look forward to sitting with their friends during circle time, story time and meal times. Children as a result are secure within this learning environment.

#### Nursery Education.

The quality of teaching and children's learning is satisfactory. Staff plan a varied curriculum which covers most aspects of children's learning. This means that children can access and make choices from a sufficient range of activities and play experiences. Staff have a general knowledge of the Foundation Stage and are able to satisfactorily plan for individual children's needs. This is done through an established assessment, observation and monitoring system. Activities relating to children's development in mark making are not always covered through continuous provision. This means that children are not always able to write for a purpose and therefore children's development is not always maximised in this area. Children are developing some understanding of number. They count the number of plates required at snack time and link number when talking about the date. They count to ten with confidence as demonstrated as they sing the specked frog song. They learn about basic shape and use mathematics when problem solving. One child tells the practitioner that he needs a small brick for the door as the child constructs a house with the wooden blocks.

Staff make constructive use of outside agencies. As a result children benefit from weekly French lessons and PE classes. This extends their physical skills and their knowledge of the wider world. Children also learn about the local community and its amenities. They buy fruit from a local shop to taste during the food tasting topic and learn about people who help us. They demonstrate this as they respond to the practitioner during the story about emergency services. Children learn about colour and texture through a variety of interesting craft activities. They examine the texture of the paint when sponge printing and describe the feel of the sand as 'gritty'. Children learn to be creative in their play and their expressive language. Staff provide a range of role play resources which help to develop children's imagination. However, these resources are not always accessible during everyday activity. This means that children are at times restricted in accessing props which support their role play and creativity. A part of the nursery garden has been converted into an allotment area. As a result children are encouraged to take an interest in nature and living things. They take delight in watching the plants and flowers growing in the garden.

Staff display a commitment to children's learning, as a result children are making satisfactory progress towards the early learning goals.

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

The provision is satisfactory.

Children are able to make positive contribution as they are made to feel welcome and valued. Staff have a satisfactory understanding of equal opportunities. This is reflected in the way they plan for children and their individual development. Children learn about other cultures through a range of resources which include books, jig saws and imaginative play equipment. They learn about festivals from around the world. They enjoy making dragons and eating Chinese food when celebrating the Chinese New Year.

Staff are good role models who value and respect children. Children learn their boundaries and respond to the praise and encouragement offered by the staff. They are eager to help, for example, tidying toys away and helping to set the table for lunch. Children are very well mannered. They use please and thank you for example when handed their morning snack. Children's social, moral, cultural and spiritual development is fostered. Staff gather and record information given to them by parents relating to their individual children. The information gathered includes likes, dislikes and other personal characteristics of the child. This means that staff can meet individual needs in order to assist the child in feeling secure and settled within the setting.

Satisfactory relationships are fostered with parents from the onset. Parents are provided with an information brochure and build reliable links with individual key workers. They are able to access their child's development folder at any time. This means that parents are kept up to date of their child's progress and development. All policies and procedures are available for parents to view, however, some aspects of the operational plan are not readily accessible. Parents are encouraged to take a part in children's learning, for example, some parents bring in items for display boards. Staff create an environment in which parents feel welcome. Parents spend time chatting to staff either at the beginning or the end of the session. As a result parents speak highly of the service provided by this setting.

### **Organisation**

The organisation is satisfactory.

Staff organise internal and external resources appropriately in order to meet the individual needs of children. They plan a variety of indoor and outdoor activities which children in the main find exciting and interesting. As a result children are eager to enter the setting and are happy in their play. Staff ensure that children are suitably supervised in order that they can explore the activities safely. The staff team in this setting are established and are aware of their individual roles and responsibilities. This adds to the smooth running of this setting and means that children are settled and secure in their environment.

Documentation is generally well organised and reviewed. This reflects the forward thinking of the management team in relation to updating policies and procedures. The operational plan however, lacks detail in part and is not accessible to parents.

The leadership and management of the setting is satisfactory. The manager leads with enthusiasm and commitment and staff speak highly of the support offered by the management team. Training is made available to staff where ever appropriate and in house training plays a key role. Staff have attended training in relation to the Foundation Stage. The manager monitors the planning system for all age ranges and promotes positive links between the setting and the early years teacher team. This ensures that children are provided with a varied education programme.

Overall, the provision meets the needs of the children who attend.

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

At the last inspection the provider agreed to ensure that a key worker system was in place, ensure that a risk assessment was carried out in relation to the carrying of food from the kitchen into the nursery and to up date records to include all staff attendances, the administration of medication, a complaints procedure and a procedure to follow in the event of any allegations of abuse.

A key worker system is now in place. Key workers take some responsibility for record keeping and the day to day well being of their 'key group'. They liaise with parents which means that parents are kept up to date of their child's progress and development. A risk assessment has been completed in relation to the transferring of food from the kitchen into the nursery. As a result the safety of the children has been further enhanced during the serving of meals.

Documentation has had some review. Staff attendances are clearly recorded and the administration of medication is in good detail and signed by parents. A child protection policy is available for staff and parents to observe. The policy clearly indicates procedures to follow should staff suspect a child is being abused. However, there is no procedure in place should an allegation be made against a staff member or volunteer. As a result the well being of the child is compromised should this situation arise.

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

Concerns were raised during February 2005. The concerns related to standards 3:1,11:1 and 12:3 of the National Standards. The provider was asked by Ofsted to conduct an investigation and report back their findings within seven days. The provider carried out an internal investigation and as a result amendments were made to some of the settings policies and procedures.

The provider remains qualified for registration.

## 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 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 that the child protection policy includes procedures to follow should an allegation be made against a staff member or volunteer and that a record of visitors is kept
- provide further opportunities for children to attempt writing for different purposes, for example labelling their own work and ensure that children can readily access props in the role play area in order to support their creative development ( applies to nursery education also)
- ensure that some aspects of the operational plan are further developed, reviewed and made available to parents.

#### 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):

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)