



Lynton Private Day Nursery

Inspection report for early years provision

Unique Reference Number	315309
Inspection date	19 July 2005
Inspector	Rita Cruddos
Setting Address	15 Hatton Lane, Hatton, Warrington, Cheshire, WA4 4BY
Telephone number	01925 730953
E-mail	
Registered person	Anne Marie Brookes
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?

Lynton Private Day Nursery opened in 1999 and operates from a large detached house which has been converted to provide day care. It is situated in the rural area of Hatton, a few miles from Warrington. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children from birth to under 5 years on roll. The children who attend come from the surrounding areas. The nursery supports a number of children who speak English as an additional language.

The nursery employs 10 staff. There are 8 members of staff, including the manager who hold appropriate early years qualifications and two are working towards a qualification. The setting receives teacher support from Warrington Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

All children enjoy a highly stimulating range of energetic and physical activities. They move around the environment, confidently and with good control. They show a very good awareness of space, as they participate in circle games and manoeuvre wheeled vehicles around obstacles skilfully. During physical activity sessions children are very skilled at moving in a variety of ways as they practice climbing, sliding and balancing on the age appropriate equipment. All children are able to rest and be active according to their needs. Children recognise the changes in their bodies following physical activities such as perspiration and increased heart rate. They know why they are wearing sun hats and putting on their sun cream, and uses phrases such as, 'We like it here. It's lovely, but we don't stay in the sun too long because it is very hot'.

All children understand the importance of personal hygiene and staying healthy. Children are encouraged in their personal hygiene through a series of extremely effective daily routines, which are fun and the children sing along to the routines. All children are encouraged to be independent as they wash their hands before eating and after visiting the toilet or after messy play. Children clean their teeth following meals. All children are protected from infection because staff are well informed of healthcare matters and there are excellent systems in place to safeguard the children. All documentation is in place and is up to date. A high proportion of the staff team hold first aid certificates.

All children's benefit from a healthy diet. Healthy eating is promoted through the innovative menu which encompasses foods from around the world and includes lots of home made meals, fresh fruit and healthy snacks. All children's individual dietary needs are catered for and taken into account when ordering food and planning menus. Children are also learning about healthy foods during discussions when they are participating in themed activities such as "My Body" and when they are preparing snacks. All children are able to access drinks freely as they need them as they are placed within their reach. Special care is taken in the preparation and storage of foods for babies. This takes place in a separate area away from the nursery kitchen.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in warm, secure and safe environment. The indoor and outdoor areas are secure. The premises are very clean and maintained to high standard. Evidence of children's play and activities help make the environment bright and attractive. Children have access to a wide range of high quality resources. These are well organised and enhance the children's independence and choice. The risk of accidental injury to children is significantly reduced by the staff's vigilance and use of thorough risk assessments to reduce potential hazards. However, cleaning materials are stored in an area that children are able to access. The staff team have an excellent understanding of how to achieve a balance between allowing children the freedom to explore their environment and setting of appropriate boundaries to keep them safe. Children are able to move around the environment with ease as there is adequate space for them to play as they independently access resources from tables, trays and boxes at child height.

Children learn the importance of keeping themselves safe when outside such as using the green cross code. Additional safety equipment is taken on outings to enable younger children to be fully involved in activities. Good systems are in place for keeping children safe within the setting. The staff team is attentive to details, such as ensuring children are aware of safety on the stairs and when using the equipment. This means children can explore their environment safely. Effective systems are in place to enable children to learn about fire safety. This includes the children practicing the fire evacuation route with the staff during regular fire drills. The staff team have a secure knowledge of child protection. There are good systems in place for safeguarding children's welfare, which include recording existing injuries and noting changes in children's behaviour. The local Area Child Protection Guidance is in place as is literature such as the Safeguarding Children booklet. This means children are effectively protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a good range of activities throughout the nursery. Younger children are gaining confidence as they build relationships with each other and the staff. Children are becoming more confident communicators as they initiate conversations, use songs and rhymes and join in discussions at circle time. Children have opportunities to join in and use the separate areas for play quieter activities as they learn to share and take turns as they use books, puzzles, games and small world toys. However, books and printed displays do not support children for whom English is an additional language. Babies have free access to a good range of resources which are age appropriate and encourage their development in all areas. Children are able to make connections in their learning as they freely explore sand and different textures. They represent their ideas and feelings in a variety of ways through the use of a wide range of creative materials, such as paint, dough, gloop and other craft materials.

Nursery Education

The quality of teaching and learning is good. Children are progressing well supported

by staff who have a sound understanding of the early learning goals and of the Foundation Stage. They plan an interesting and stimulating range of activities which cover all the areas of the children's learning.

Children's individual developmental check lists are clearly linked to the stepping stones are completed well by staff. They use this information and information from observations to ensure that all the children are challenged appropriately. Staff support, encourage and challenge children's learning and thinking, using good questioning techniques and good intervention. Staff are very good at reinforcing children's listening skills, encouraging them to listen at circle and story time and use resources effectively. Staff do not always utilise opportunities to allow children to demonstrate a sense of pride in their own achievements.

Children show a sense of belonging as they greet each other and staff as they arrive. They are actively involved in a range of play experiences throughout the day. Children are independent and enthusiastic as they choose their own activities and resources. They freely move from one area of the setting to another to access their chosen equipment, such as collage materials, construction toys, books or the baking activity. Children are confident and relate well to each other. They patiently wait their turn on the large equipment, or the bikes during outdoor play. Children solve mathematical problems in planned and everyday activities. They count confidently and reliably up to 20 and beyond. They are skilled in addition and subtraction, for example, when comparing number sets. Children use animal shapes and a variety of counting and recording aids including programmes on the computer. They enjoy stories and can sound out and find letters for helping to write their names. They readily select books to share with each other or with staff.

Children explore colour, shape and texture using their senses in everyday activities. They sing songs with enthusiasm and create their own music. Children engage in imaginative play and use mark making tools in a variety of role play activities. They explore and investigate a wide range of objects, materials and living things with confidence. Children learn about a sense of time and place as they talk about past and present events in their lives and those of their families. They learn about the roles of people in their community. They visit the local school and join with local activities. Through topics the children are learning about cultures and beliefs.

Children concentrate on activities for long periods of time. They are confident and enjoy trying out new ideas and activities without fear of failure. Staff praise and encourage children in their learning and support them as they try things out for themselves and develop their skills.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding of the wider world and the community, through celebrating and participating in festivals. This is enhanced through regular outings and access to a generally good range of play resources that show positive images of culture, ethnicity, gender and disability however, this does not extend to the written

word in books, labels or notices.

Staff have realistic expectations of the children and a good understanding of individual needs of the children who attend. The setting has effective arrangements to care for children who have special educational needs although none currently attend. Children behave well and are learning to understand the difference between right and wrong as they negotiate over the equipment. They are beginning to work harmoniously with each other as they share small tasks. Staff provide clear guidance for children by the way of gentle reminders, for example, to listen while information is shared at circle time, which helps them begin to accept the needs of others. Children's social, moral, spiritual, cultural needs are fostered.

Partnerships with parents and carers is good. Children benefit from parents' involvement in their learning and this helps them work together with staff to help children make good progress. Extensive information is provided, which includes the Foundation Stage curriculum, news letters, reports, daily diaries, detailed notice boards and a daily verbal exchange of information.

Organisation

The organisation is good.

Effective policies and procedures plus a comprehensive induction procedure are in place and work in practice to keep children healthy and safeguard their welfare. Information regarding the setting is very well organised and readily accessible. The staff team are made fully aware of their roles and responsibilities as a matter of course and this enhances their ability to support the children and the setting. An effective system is in place for staff to access training and is linked to appraisals and professional development in order to meet identified needs and support improvements within the setting.

Leadership and Management of the setting is good. Staff have a thorough knowledge of the Curriculum guidance for the foundation stage and implement this well in their practice. Advice is sought from an external advisory teacher to ensure that children engage in purposeful activities. This is further enhanced by the staff's knowledge of child development and the difference in children's care needs and development which contributes to their quality of care. Time is well managed and a good balance of indoor and outdoor play is used to extend learning and development for all the children.

The effective policies and procedures that are in place successfully support staff to work well in partnership with parents and carers. The range of planned experiences provided also enables staff to focus activities towards the needs of the children with a high degree of skill and support. Overall the needs of the all children who attend are met.

Improvements since the last inspection

At the last inspection a recommendation was raised to develop images and

resources linked to diversity. Some progress has made in this area, but still remains an area to further develop at this inspection.

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure children are protected from hazards
- ensure resources are in place that reflect the needs of individual 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 staff utilise opportunities to allow children to demonstrate a sense of pride in their own achievements

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