

# Lynwood Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	313084
<b>Inspection date</b>	30 April 2008
<b>Inspector</b>	Chris Scully
<b>Setting Address</b>	40 Sinclair Avenue, Prescot, Merseyside, L35 7LN
<b>Telephone number</b>	0151 426 5684
<b>E-mail</b>	<a href="mailto:gabbyclarkejones@hotmail.com">gabbyclarkejones@hotmail.com</a>
<b>Registered person</b>	Gabrielle Clarke-Jones
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Lynwood Day Nursery opened in 1991. It is owned and managed by a private provider. The nursery operates from three playrooms within a large house in the residential area of Prescott in Knowsley. A maximum of 12 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 all year round. All children share access to an enclosed outdoor play area.

There are currently 22 children aged from birth to five years on roll. Children come from a wide catchment area, and some parents work close to the nursery. The setting is able to provide support for children with learning difficulties, disabilities or for whom English is an additional language.

The nursery employs four staff, all of whom hold an appropriate early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean environment. They are developing an awareness of simple hygiene procedures, such as washing their hands at appropriate times. Children clearly know that they need to wash their hands before snack and after using the toilet. Staff discuss with children the reasons for washing hands, helping to develop their awareness and understanding. Children use individual towels for hand drying, protecting them from the risk of cross contamination. Staff enhance the children's understanding of being healthy, as all children now clean their teeth after lunch. They gleefully show their reward stickers to visitors, announcing that they have clean teeth now. All staff are trained in first aid, which means children's accidents or incidents are handled appropriately. A comprehensive sick child policy is effectively implemented, which means children are cared for in as far as possible germ free environment. Children are able to sleep or rest according to their own needs.

Children relish the opportunities to take part in 'Fitness Fun' Activities. They enthusiastically prepare for the session and help each other to put on their T-shirts and excitedly tell visitors about what they are going to do. They follow the staff's instructions well, which means they are able to take part in a wide range of physical activities. Children notice the changes in their bodies after exercising, for example, the need to drink water as they become hot and thirsty. Older children are skilled at using a variety of wheeled resources outdoors and enjoy the challenge of new activities, such as croquet or hopscotch. Babies and toddlers giggle as they are pushed around the garden in wheeled resources by staff. Children use small resources, such as scissors and pencils with increasing control.

Children enjoy a healthy diet as they are provided with a variety of freshly prepared, meals and snacks. Children happily serve themselves fruit after lunch and discuss the various names with the staff. They giggle as they try to remember the name of the melon and carefully sound out the word 'cantaloupe'. Meal times are relaxed social occasions where children engage in lively conversations with staff, friends and visitors. Babies' meals are prepared in accordance with their individual needs. Younger babies are held whilst having a bottle, which enables them to build strong bonds with their carers. All children have independent access to fresh drinking water in order to keep themselves refreshed.

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

The provision is good.

Children are cared for in a warm, welcoming environment. Toys and equipment are visible and accessible to children. This helps to foster children's sense of security and belonging. Space is used well as areas are provided for different purposes, for example, for children to look at books or be involved in table top activities. The recent reorganisation of the quiet room has significantly improved upon the children's play and learning experiences as they are able to access a wider range of books, resources and role play materials. The range of toys and equipment is suitable for different ages and abilities. The use of low-level storage systems enhances the children's choice and independence as they are able to access their resources. Children are settled and are confident in their surroundings as they happily select resources and choose where to play. A suitable range of resources is freely available to children, which depict diversity.

The implementation of risk assessments and daily checklist means risk are identified and minimised. Thus, ensuring the children's safety. Regular fire drills are carried out, which means children are developing an understanding of what to do in an emergency. Systems are in place to ensure children's safety when they are being transported in a vehicle. Children are developing an understanding of keeping themselves safe. They confidently inform visitors that they must not run on the steps or indoors as they may fall. Children are effectively supervised by staff at all times and enjoy the opportunities to engage them in their activities. Appropriate systems are in place for taking children on outings in the local community, for example, all staff carry mobile telephones with them in case of emergency.

Staff have a secure understanding of child protection issues. All staff have attended training on safeguarding children and are aware of the action to take should they have a concern about a child's well-being. Information from the Local Safeguarding Children Board is prominently displayed around the setting. Appropriate systems are in place for dealing with any allegations made against staff. This means children are protected from harm.

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

The provision is good.

Children are very happy and settled at the nursery. This is due to the homely atmosphere and the positive relationships staff build with children. This is enhanced by the effective key worker systems that are in place and means all staff have a very good understanding of the children in their care. Children enjoy the company of staff and actively encourage them to take part in activities with them, such as games of hopscotch. Children are becoming confident speakers and are keen to converse with staff and visitors. They happily tell adults tales of their home life and enthusiastically talk about visiting relatives and watching the tractors.

They talk animatedly about visits to a factory to see the lorries and diggers. Staff discuss these visits to enhance children's learning and to explore the type of vehicles used to bring building supplies to a neighbouring house. All staff are skilled at asking open-ended questions, which enable children to think, communicate and solve simple problems. They are keen to use new words in everyday conversations and to describe what they see, for example, describing the movements of the butterfly as softly floating. Older children are gaining confidence to practise their writing skills which is evident from the displays around the setting. Children's maths skills are progressing well. They recognise various shapes within the environment and older children identify that the numbers are out of sequence during a game of hopscotch. Children are becoming skilled at using everyday technology, such as cameras and are in the process of taking these home to photograph their own homes so that these can be displayed in the role play areas.

Plans are in place, which meet the ages and stages of the children attending. This means children are absorbed in purposeful play and learning activities throughout the day. Observations are undertaken and information used from these are used to inform the children's learning journey files. Staff plan the next steps for children, but do not always evaluate as to whether the next steps have been achieved. Care of babies is good. They are happy and settled and build strong bonds with their carers. Activities are provided to meet the babies' individual needs, for example, to support and enhance their mobility. This means babies are able to make progress in their all round development. Babies are confident to use a range of musical toys and resources and happily press the buttons so that they can dance to the music.

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

The provision is good.

Staff are very knowledgeable about the children in their care. They are fully aware of their individual needs, likes and preferences. They use written and verbal information sourced from parents well, to provide good quality care. Children have very good opportunities to learn about the wider world through discussions with the staff and the acknowledgment of various festivals throughout the year. Children develop a sense of community as they celebrate birthdays and other special events with their friends. This means children are developing positive attitudes to others. Children feel valued as staff listen intently to what they have to say and are interested in their 'news,' such as recent visits to relatives.

They are polite and understand to take turns when talking in a group or call their friends over for their turn on the bicycles. Children are well behaved and polite to their friends. Staff are positive role models who provide clear age appropriate explanations to children as to why their behaviour is unacceptable. This enables children to think about what they are doing and to provide ways of addressing the issues. Children revel in the praise bestowed upon them by staff for their efforts and achievements. The setting is not currently providing care for children with learning difficulties or disabilities. A Special Educational Needs (SEN) coordinator is in post. They are appropriately trained and have all the relevant information and systems in place to support a child and their family, for example they are undertaking a course in Makaton.

The setting develops very positive relationships with parents. Parents are provided with a range of well written information about the setting and the type of care their child can expect to receive. Daily discussions about their child's progress and time at the setting means parents are well informed. Clear procedures are in place should a parent wish to raise a concern with staff. Parents state they are very happy with the care provided and that they value the homely atmosphere created by staff who are 'fabulous'. Some parents comment that their children can become upset when they find it is not their day to come and play and often do not want to go home at the end of the day.

## **Organisation**

The organisation is good.

Children are cared for by qualified and experienced staff who work very well together as a team. The manager has recently designated certain roles to staff, which has enhanced the organisation of the setting. Induction systems are informal, currently there is no system for recording staff's induction other than it has taken place. Staff value the opportunities to attend training courses in order to improve upon their current skills and knowledge. They use information sourced from training to enhance the opportunities provided to children, to enhance their safety and well-being. The key worker system enhances the children's sense of belonging and learning opportunities. It provides clear communication systems with parents and consistency in the care of the children.

Policies and procedures, which contribute to the children's health, safety and well-being, are in place and are effectively implemented by staff, although, the special needs policy does not relate to the Code of Practice for Special Educational Needs. Records and documentation are well maintained, such as the medication and daily registers. All consents are in place, which means children are cared for in line with the parent's wishes.

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

## **Improvements since the last inspection**

Following an inadequate judgement at the last inspection three actions were raised.

National Standard 4; to provide appropriate furniture for children to sleep or rest upon and ensure that it is suitable for their age and stage of development. This has been effectively addressed by the implementation of sleep mats and other appropriate furniture for children to sleep or rest upon, with all children having their own individual bedding.

National Standard 6; to conduct a risk assessment of the premises, which includes an action plan with timescales, that identifies the action to be taken to minimise identified risks and ensure children are appropriately supervised at all times. Effective risk assessments are in place and are conducted on a regular basis. Children's safety is further enhanced by the implementation of a daily checklist, which encompasses all areas used by children.

National Standard 14; to ensure all records, policies and documentation, which are required for the safe management of the provision and to promote the welfare and care of children are maintained and are available for inspection. All policies, procedures and documentation are in place and have been revised since the last inspection. All records are freely available for inspection.

In addressing the three actions the setting has effectively improved upon and enhanced the children's health, safety and well-being and the overall organisation of the setting.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider of Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints, which parents can see on request. The complaints record may contain complaints other than those made to Ofsted.

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

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.

## **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):

- formalise the induction procedure and review the SEN policy
- enhance the assessment systems so they evaluate the children's learning.

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)