

Lynton Private Day Nursery

Inspection report for early years provision

Unique reference number	315309
Inspection date	21/01/2009
Inspector	Susan Patricia Birkenhead
Setting address	15 Hatton Lane, Hatton, Warrington, Cheshire, WA4 4BY
Telephone number	01925 730953
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Lynton Private Day nursery was registered in 1999. The setting is privately owned and operates from a large detached house situated in the Hatton area of Warrington. Children are cared for within four designated age related group rooms situated on the ground and first floor. There is a secure area available for outdoor play. The nursery is registered on the Early Years Register. A maximum of 31 children aged birth to five years may attend the setting at any one time. The setting is open five days a week from 08.00 to 18.00 for 51 weeks of the year. Children attend from the local community and surrounding areas.

There are currently 46 children on roll aged from nought to five years. All these are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and also supports children who speak English as an additional language.

The setting employs seven members of staff including the manager. There are five staff qualified to level three and two staff are working towards additional training of whom one is nearing completion of the Early Years Professional Status . In addition, the setting employs a cook. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

The day nursery provides a very welcoming and inclusive environment for children. They successfully promote the welfare requirements in most areas ensuring the needs of all children are met. However, further clarification regarding safeguarding procedures is necessary. Staff work hard to promote the learning and development requirements and as a result of the effective team work in place children make good progress towards the early learning goals. Excellent procedures ensure very effective relationships are developed with parents and carers which truly benefit the children's care and learning. The nursery use many effective systems for monitoring and evaluating practices, however, the self-evaluation form (SEF) is in the development stage.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure information regarding the children's developmental starting points contribute to the children's assessment records
- further develop knowledge and understanding of safeguarding, for example by attending up to date training
- further develop procedures for monitoring and evaluating the provisions practices to assist in the identification of areas for continuous development, for example the self evaluation form (SEF).

The leadership and management of the early years provision

The partnership with parents, carers and other settings is excellent, evident through the wealth of information shared, open evenings parents attend and the positive home links staff develop. Parents share their expertise when they visit to complete activities with the children associated with their culture and times of the year, such as Diwali, therefore further promoting children's understanding of the wider world. They speak highly of the provision, refer to the children learning a lot in the very safe, secure environment and describe the nursery as 'excellent'. Through the effective key person system and the deployment of consistent staff children receive consistent care and parents are regularly consulted about their progress. Children's additional needs are supported very well through the development of individual education plans, the introduction of sign language and the involvement of outside agencies. The daily diary provides positive links between others settings children attend, therefore contributing to the very inclusive environment. The well qualified and experienced staff team attend additional courses showing commitment to develop their knowledge and skills to further benefit the children's welfare and learning.

Management staff work hard to monitor and evaluate the settings practices using various systems, such as parent questionnaires, acting on suggestions they make, as a result news letters are now sent home more frequently. They have made a good start on completing the self-evaluation form, which outlines the strengths of the nursery, however, areas for further development are not reflected. Since the last inspection the previous recommendations have been successfully addressed to ensure children's safety and their individual needs and achievements are recognised, therefore promoting better outcomes for children. All necessary documentation meets the required standards and a consistent approach is adopted well throughout the nursery. Comprehensive policies and procedures are in place to underpin the very good care of the children. The manager ensures that the children's individual records remain confidential and are stored appropriately.

Children are generally safeguarded because the staff have a sound understanding of the indicators of abuse, incorporated into the written child protection policy. Reference materials regarding local safeguarding procedures are readily accessible within all the rooms. The designated person for child protection is appointed within the setting, however, up to date training has not been completed as a result there are some uncertainties about the referral procedures. Plans are in place for further local safeguarding training to be attended to ensure children's welfare is not compromised. Robust recruitment, employment and induction procedures are in place to protect children. Comprehensive written risk assessments are in place, these are regularly reviewed by management and supported by the visual risk assessments staff complete daily, to keep children safe.

The quality and standards of the early years provision

The staff demonstrate a positive understanding of the EYFS welfare requirements, and the learning and development requirements which help children make good

progress towards the early learning goals. They plan a wide range of activities for children taking into account the individual child, using consistent systems throughout the nursery. The detailed focused and spontaneous observations reflect what children do and outline in parts the next steps in their learning. These are linked to the areas of learning and effectively contribute to the 'All about me records' which reflect how children's developmental progress is monitored and assessed. However, systems for establishing the children's developmental starting points on entry to the setting are not in place. Staff effectively organise the learning environment to provide a good balance of adult and child initiated activities, allowing opportunities for children to make choices about their play, which promotes their independence well. Children are cared for within a very welcoming environment, which successfully promotes their sense of belonging. The extremely effective displays contribute to the bright, stimulating and inclusive environment, which allows children to take ownership and a sense of pride in their achievements.

Children develop their interest in books because they are easily accessible and they select library books from the mobile library that visits weekly. They develop their mark making skills using various resources from a young age and pre-school children show interest and understanding in writing their name copying from the name cards accessible in the writing area. All children are introduced to mathematical thinking and older children are more proficient in using number within the daily routine. For example, they assist in counting children when returning from outdoors up to 12 and confidently recognised when asked that five comes after four. By exploring buttons on toys, and electronic equipment the younger children are learning to operate simple resources, where as the pre-school children develop the necessary skills when operating the computer programmes accessible. The provision of the light table enables children to experiment with shapes and images to further develop their scientific skills. The recent development of the excellent sensory garden provides various opportunities for children to explore their senses. They explore the natural world through the ladybird house, the spider catcher and they grow fruit and vegetables in the designated plot. The high level of self expression portrayed in the children's art work on display is annotated by staff which helps children learn that print carries meaning. They use a variety of materials to express themselves creatively. For example, the babies crawl, walk and use their bodies to spread the paint when exploring texture and recreate spiders using collage materials. In addition children take part in organised music and movements sessions involving visitor to the setting to express themselves to music and further develop their physical skills. All activities successfully contribute to the development of the children's future economic well-being.

Children's health is promoted very well through various means. They develop a positive understanding of personal hygiene throughout the daily routines, which include children brushing their teeth following their sleep. They have independent access to fresh drinking water and the excellent approach to the provision of meals ensures children receive a very varied, balance nutritional diet. Children have daily access to the well resourced outdoor play areas providing opportunities for them to experience fresh air and physical challenges appropriate to their different ages and stages of development. Young children are assisted in the development of their

walking skills as they use furniture to pull themselves up to standing, where necessary supported by the staff. Children regularly practise evacuation drills, recall how they use the walking rope during outings and are responsive to staff direction when walking up and down the stairs, which keeps them safe. Children's behaviour is effectively managed as staff intervene to diffuse minor squabbles. They promote good behaviour through regular praise, acknowledging their achievements through reward systems in place, which contribute to the building of children's confidence and self-esteem. As a result children are very well behaved and polite. They show care and concern for others as they support children in taking off their coats and older children give each other a hug as they leave to go home.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

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.