

# Lynwood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY232901
<b>Inspection date</b>	29/10/2008
<b>Inspector</b>	Janet, Elizabeth Singleton

<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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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Lynwood Nursery is situated within easy access of Nelson town centre and operates from two floors of a detached property. The nursery is privately owned. The premises have been purposely adapted to meet the needs of young children and incorporate an entrance hall, activity play rooms for each age range and a conservatory which is used for play and as a dining room. There are separate toilet facilities for staff and visitors. There is a kitchen for the preparation of the food and drinks. The attached garage provides a resource for storing equipment and laundry area and there is also a separate office on the first floor. The upper floor has recently been renovated to accommodate 21 children from three years up to five years. 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 for 50 weeks of the year. The setting is registered for 49 children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 73 children on roll aged from six months to under eight.

There are 13 staff employed, all of whom hold formal child care qualifications, level three. There are two modern apprentices and 1 staff is Qualified Teacher Status. A cook is also employed.

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

## **Overall effectiveness of the early years provision**

The setting promotes children's welfare effectively and recognises the uniqueness of each child by the good use of the assessment and planning procedures and the identification of children's starting points. Overall, an inclusive service is provided as children are well supported and can make choices about their play enabling progress in their learning and development to be made. Partnerships with parents is good and information is shared creating a two-way flow, however, they are not fully included in the learning requirement to link this with home. The management team are taking steps to drive the service forward and to develop a strong culture of continuous development to improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- ensure parents are involved in thier child's learning to offer support for extending learning into the home
- develop a system for monitoring staff to identfy areas for training and professional development.

## **The leadership and management of the early years provision**

The setting has a good understanding of its strengths and weaknesses through the completion of the self-evaluation form. They are identifying areas for development and have begun to address these as a staff team. The planning for children's individual needs is evaluated and changes made to ensure children make good progress in their learning and development. The setting has made improvements in addressing the recommendations from the last inspection which included child protection, sharing information with parents and the operational plan. All policies and procedures are in place to support children and to support the service provided. The organisation of the staff and resources means that children are effectively encouraged in their play with a good balance of adult-led and child-led activities.

Parents and carers receive good information from the setting and are informed of all care practices and activities provided for their child. The key worker links with the families and communicates the child's day at the nursery to them. The parents complete an 'all about me' booklet prior to the child starting at the nursery and are informed of the health routines including the balanced, healthy provision of snacks, meals and drinks. This provides a welcoming, individual and inclusive environment for children. However, the parents and carers are not sufficiently involved in their child's learning and supported for this to be extended into the home.

Children are safeguarded as there is a robust vetting and recruitment procedure in place. The appraisal system is not fully implemented to allow for the identification of learning needs of staff to set a programme of professional development. Staff have recently undertaken training in child protection and first aid to further safeguard the children. Medication and accident reporting is clear and ensures children are kept safe. There are appropriate risk assessments in place which include risk assessments for individual outings and the areas of the nursery.

## **The quality and standards of the early years provision**

The staff have a good knowledge of the learning and development requirements to encourage positive attitudes in children to learning. They support children by sitting with and by allowing them to direct their own play, therefore providing a good balance of adult-led and child-led activities. Children move freely throughout their own designated areas and enjoy the purposeful play both indoors and outdoors. They take part in making jigsaws, painting, sitting together with staff to read stories, delighting in the closeness and experience of sharing the book. They run and explore the outdoor area and take part in the gardening experiences provided. They sit in groups and sing songs, joining in with enthusiasm. They access good quality resources to motivate and interest them, developing their decision making skills and building their self-esteem and confidence. Children are purposefully engaged and occupied as they concentrate acting out roles from home in the role play and taking part in adult-led topics making pumpkin pictures and Halloween cards.

Planning and assessment is highly effective at identifying individual needs and monitoring progress. All areas of learning are identified and children's engagement in those areas recorded to ensure full participation for each child. They have their

own folders of work which are used to assess learning and significant comment sheets are used to identify the areas of learning for each child. This individual information is used to inform planning of the next steps for children. Key workers take overall responsibility for the children in their group to provide a secure, close and consistent relationship resulting in children being settled and confident in their surroundings. Children who have additional learning needs are supported by the links made with external agencies, for example, health professionals, and by the monitoring and accessibility to all the resources and play opportunities. Staff ask open ended questions to encourage children to think and promote their understanding. They ask children what might happen and as a result, children readily respond and are confident in answering and saying what they think.

The setting is committed to progressing children through the Areas of learning and Development through the provision of a safe environment and well planned activities which allow children to explore and experiment. They learn about keeping safe through discussion and following instructions from staff. Children are well behaved, which enables them to play safely and become active and independent learners.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.