

Lawnswood Nursery

Inspection report for early years provision

Unique reference number 250083
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Inspector Adelaide Griffith

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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 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

Lawnswood Day Nursery is one of three run by Lawnswood Childcare Ltd. It opened in 1986 and operates from converted premises at The Old Edwardians Rugby Club in the Shirley area of Solihull. The facilities are on two floors and the first floor of the premises is accessible by a fire ramp. It is open from 07.30 to 18.15 all year round except for bank holidays and one week at Christmas.

The nursery is registered on the Early Year Register. A maximum of 71 children may attend the nursery at any one time. There are currently 90 children on roll, some in part-time places. Some children receive funding for early education. The nursery provides wrap around care to local schools. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 15 full-time and two part-time staff. Of these, 14 members of the staff hold appropriate early years qualifications to at least NVQ level 2. Bank staff are also employed as required. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The quality of the provision is good. Children are safe and secure at all times and enjoy learning due to appropriate guidance during activities. There are effective systems in place to support children's diverse needs in developing appropriate language skills although observational assessments are not always followed through consistently. Children's welfare is competently safeguarded and this includes comprehensive risk assessments. Regular self-evaluation by the team ensures that priorities for future development are promptly identified and implemented in response to the needs of service users. The partnership with parents is substantial although information is not always shared fully. The relationship with external agencies and other early years providers is strong and significantly contributes to the care and education of children.

What steps need to be taken to improve provision further?

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

- improve the observational assessments in order to plan to meet young children's individual needs more effectively
- review the systems in place to improve information sharing with parents.

The leadership and management of the early years provision

All the records, procedures and policies required for the efficient management of the setting are in place. The suitability of the adults looking after children is maintained due to rigorous vetting procedures and staff attend further courses in

order to enhance their competence. Children move around freely in the nursery and they have opportunities to access the available resources. Staff strive for improvement to provide a high quality of education, for example, by changing the documentation that tracks children's progress. They review the effectiveness of changes made to new development records. Comments from parents are used in the self-evaluation process to provide a more user-friendly service. In-house training is implemented for all staff as part of continuous improvement and targets are set to develop the outside play area.

The setting demonstrates the capacity to make necessary improvements by addressing all the recommendations from the last inspection effectively for the benefit of the children. Children's welfare is competently promoted due to such procedures as risk assessments and inclusive practice ensures that the needs of all children are appropriately met. The successful partnership with parents contribute to children's care and learning although information provided for parent is not always clear. There is a well established working relationship with external agencies and other early years providers and this supports the care and education of children competently.

The quality and standards of the early years provision

Children are clearly helped to learn and develop due to the staff's understanding of the Early Years Foundation Stage. The adults support children's learning by active involvement in their play. Children are cared for in a bright, cheerful environment with a broad selection of age-appropriate resources. There is a wide range of planned, purposeful play and exploration that includes all areas of learning. For example, problem-solving is encouraged as children attempt to fit rods into play dough and their language for thinking is promoted due to appropriate questioning. Some children use scissors with good control and sensory stimulation is provided by accessing a range of musical resources. All children have access to information technology or programmable toys.

There is a good balance of adult-led and child-led activities. Children initiate imaginative play and develop different aspects of these with others. A broad variety of activities is provided but some staff do not actively adapt these in order to support children's individual needs fully. Observational assessments are carried out frequently and the developmental stage is recorded but some staff do not consistently use the information gained to move children on to the next step in their learning. Staff work closely with external agencies to implement programmes which support children's learning difficulties and/or disabilities effectively. They share information about activities on a daily basis and progress reports are provided regularly for parents. There is a strong partnership with other agencies who contribute to children's care. The positive links with other early years providers ensure that continuity in their learning is addressed effectively.

Children are competently safeguarded due to the staff's understanding of child protection issues. Additionally, they are kept safe due to the security of the premises and constant supervision. Children's good health is promoted due to precise procedures, for instance, the administration of medication. Children are

protected against infection because rigorous steps are taken with regard to the use of bedding and the cleaning of tables at meal times. Owing to the use of consistent strategies by all staff children are well behaved and this contributes to their ability to concentrate during activities.

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?	2
How well are children safeguarded?	2

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

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