

# Lawnswood Nursery

Inspection report for early years provision

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**Unique reference number** 250082  
**Inspection date** 12/06/2009  
**Inspector** Fiona Robinson

**Setting address** c/o Shirley Heath Junior School, Coombe Road, Shirley,  
Solihull, West Midlands, B90 3DS  
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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).

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**

Lawnswood Day Nursery opened in 1992. It is located in the Children's Centre in the grounds of Shirley Heath Junior School in the borough of Solihull. Facilities include an outdoor play area. There is disability access to the setting. The nursery is privately run and is managed independently of the school. The nursery serves the local and surrounding areas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 52 children from birth to five years on roll. This includes 13 grant funded three year old children. Children attend for a variety of sessions. Currently there are children attending the setting with learning difficulties and/or disabilities, and those who speak English as an additional language. The nursery opens five days a week throughout the year. Sessions are from 07:30 until 18:15. There are 10 staff who work with the children, eight of whom have early years qualifications, and two who are working towards an appropriate qualification. The setting receives support from a teacher mentor from the local authority.

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

The overall effectiveness is good. Children enjoy all the activities provided and behave very well. They are settled and secure within the group, where their safety and well-being are promoted very effectively. Good partnerships with parents and effective liaison with the Children's Centre and school help to ensure all children are sensitively included. There is good commitment to continuous improvement and staff accurately identify strengths and areas for improvement.

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

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

- develop the provision for ICT and technology within the setting
- develop planning for use of the outdoor area of learning

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

Children feel safe and secure because comprehensive policies and procedures are fully implemented in order to ensure that they are safeguarded from harm and neglect. The stimulating and safe outdoor environment is fully enclosed and maintained to a high standard. Staff are deployed very well to ensure children are fully supervised at all times, whilst encouraging safe levels of independence. Risk assessments are carried out regularly to keep children safe in all activities and staff have an excellent understanding of safeguarding issues.

The staff work well with parents and carers and value their contributions and ideas. Parents receive regular information through discussion and newsletters. They say that staff are approachable, friendly and caring. They are kept well

informed of their children's achievement and have regular access to their Development books. More formal meetings are held twice a year with staff, who discuss children's achievements and progress across the six areas of learning. The nursery benefits from close links with the Children's Centre and the host school and has good access to the outdoor area of learning.

The setting is well led and managed. Staff have a good idea of strengths and areas for development. They recognise the need to develop the provision for ICT and technology within the nursery. There are regular planning meetings and the activities are appropriate to the children's age and experience. The quality of planning is good for the indoor area of learning. Staff have identified the need to develop planning for the use of the outdoor area. Excellent progress has been made since the previous inspection in developing an exciting, vibrant new setting for the nursery. At the same time, all staff have strengthened their knowledge and understanding of the Early Years Foundation Stage curriculum. They regularly attend courses and have built challenge into the planned learning activities. They have a good understanding of school self-evaluation and demonstrate a good commitment to continuous improvement.

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

The environment is attractive and stimulating for children. They are eager and enthusiastic and are developing a good understanding of how to keep themselves healthy and safe. They are cared for in a happy, welcoming environment in age appropriate groups. They are able to move freely and independently around the playrooms. Children enjoy physical exercise and have valuable opportunities to play outside each day. They enjoy throwing and catching balls, jogging and aerobics. They enjoy using the slide and a selection of wheeled toys and bicycles to extend their physical skills. Children have healthy and nutritious snacks and enjoy sociable mealtimes together. They learn to use equipment safely as they prepare the crispy cakes for snack time.

Children become absorbed as they explore and investigate the water and sand trays with various containers. They listen well to stories such as 'When a Monster is Born' and enjoy measuring the growth of their beans and recording this information. Many children can count up to 10 and beyond and their speaking and listening skills are actively encouraged. They enjoy singing songs such as 'Incy, Wincy Spider' and creative activities such as painting and collage. They accurately thread laces to make colour and shape patterns, however there are limited opportunities for children to use the computer.

Children settle easily and enjoy excellent relationships with adults and other children. All children have full access to activities. Positive behaviour is encouraged and children learn to share and take turns. They are very well behaved, because adults are excellent role models. Overall, they are prepared well for their future learning experiences.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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