

Lyndhurst Nursery

Inspection report for early years provision

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Inspection date 22/09/2009
Inspector Jane Wakelen

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Type of setting 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 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.

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Description of the setting

Lyndhurst Nursery is an established provision registered in 1970 and came under new management in 2004. It operates from a converted house using three rooms in the downstairs of the property. Children have access to an enclosed outdoor play area. The nursery is in a residential area in Sittingbourne, Kent. It is open five days a week for 50 weeks of the year from 08.30 am to 5.30 pm. There is a holiday club for children aged two to eight years that runs in all school holidays apart from Christmas.

The nursery is registered on the Early Years Register and the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 53 children aged from two to under five years on roll, some in part-time places. The nursery currently supports children with English as an additional language.

There are 11 members of staff, eight of whom hold early years qualifications to at least Level 2 or 3. One member of staff is currently doing a Foundation Degree in Early Years.

The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are able to make good progress in their learning and development because staff have a secure understanding about the Early Years Foundation Stage and promoting outcomes for children. All children are made welcome in the setting and their individual needs identified and planned for, ensuring children are not disadvantaged in any way. The partnership with parents ensures good communication between the staff, key person and the parents to meet the needs of the children, including any outside agencies to support children with additional needs. Regular monitoring of the provision, activities and the environment makes sure that areas to improve are identified and acted upon to ensure good quality education and care.

What steps need to be taken to improve provision further?

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

- develop a book area where children are encouraged to enjoy and share books to support their literacy skills
- continue to develop the observation, assessment and planning to ensure all learning is identified from observations and children's skills and knowledge are planned and extended

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the staff and management of the setting. All staff have attended training in Child Protection and a rolling programme is in place to ensure staff constantly update their knowledge to ensure children are well protected. A written policy is in place and implemented effectively throughout the nursery, in addition to safe procedures for the arrival and collection of children and the monitoring of visitors to fully safeguard children.

The manager and staff team regularly evaluate the provision and seek parents' opinions through questionnaires and verbal communication to ensure the provision meets the needs of the children attending. The manager is enthusiastic and works with the team of staff who are committed and motivated to meeting children's needs. They meet regularly for meetings as well as daily discussions, to plan activities, discuss each child's progress and implement planning that takes into account children's interests and individual needs. Daily, verbal communication with parents ensures a two-way flow of information and is supported by newsletters, sharing of the setting's policies and procedures and fund-raising events to develop a good partnership. The manager is aware of the importance of working with outside agencies and other providers to ensure communication is maintained and information shared to support the child's needs.

The manager has identified areas for improvement and areas where she feels the provision needs to adapt or alter to further improve outcomes for children. For example, the nursery is seeking funding to make improvements to the garden and to purchase new outdoor equipment. The self-evaluation form is completed by the manager and the staff team, who contribute their ideas and suggestions to ensure the setting continues to make improvements and meets the individual needs of the children to enable them to make good progress in their development. The company which owns the nursery is fully supportive of the manager and has recently undertaken a refurbishment of the interior of the nursery, making a welcoming, stimulating environment for the children. Resources are new and offer a good range of activities for the children which are easily accessible.

The quality and standards of the early years provision and outcomes for children

Children are confident, independent individuals who benefit from the relaxed atmosphere and the free-flow opportunities from indoors to outdoors. The majority of staff hold a relevant early years qualification and use their knowledge of child development to make observations of children's learning and development. This information is transferred into the individual child's 'unique story' assessment file and next steps planned for their learning. Planning contains all children's targets and when children have achieved them, staff highlight the target and plan another one. However, some observations are not carefully evaluated to identify all learning that has taken place and this impacts on the planning. Planning identifies

the activity, but not always the skill that the child is expected to achieve and therefore, some activities are not fully implemented or extend children's learning.

Children show good hand/eye coordination and concentration sitting at the table threading the plastic keys onto the ring or sitting doing a collage activity that they have chosen. Children benefit from the support of the staff who know the children well and have good relationships with them. Children have opportunities to look at books and share them with adults, although the lack of a book corner, prevents children being encouraged to use the books more effectively and regularly. Opportunities to make marks are available at all times and children enjoy using the different media. Children enthusiastically take part in messy play, showing pleasure as they spread the shaving foam over the table and make patterns. They help to make the playdough and use their imagination making cakes, or just enjoying moulding the dough into different shapes. The role play area is a favourite with some children who act out familiar roles from home, such as cooking and using the washing machine.

Children are beginning to use mathematical language in their play asking for the large brush or the small animal. They are encouraged to count in everyday activities with support from staff who offer praise for trying. Shapes are available in 2D and 3D although, staff rarely use the 3D names for objects to encourage children to identify the different bricks. Children are able to sort by shape, colour and size using a good variety of resources. Their numeracy skills are supported by programmes on the computer and staff asking open ended questions to encourage children to problem solve. Children learn about people in the community and have some opportunities to celebrate different festivals and cultures. A range of resources help children to gain a positive view of diversity and supports their understanding about disability and how other people around the world live.

Staff present good role models for the children and encourage children to learn skills to socialise and communicate with each other. They learn about taking turns and sharing the equipment, although this occasionally causes a few disputes that staff handle calmly and fairly. Children are encouraged to develop their independence taking themselves to the toilet and making decisions about what and where they want to play. They pour their own drinks at snack time and choose which fruit they would like to eat. Good hygiene routines are followed by children with guidance from staff, to help them understand the importance of clean hands and to prevent cross-contamination. Daily use of the garden and activities using a range of sports equipment supervised several times during the week by the qualified sports coach, offer children excellent opportunities to learn about healthy lifestyles and the benefit of regular exercise.

Children play in a safe environment because staff carry out regular risk assessments of the setting both indoors and outdoors. If any hazards are identified measures are put in place to remove the hazard or make it safe for children. Children learn about keeping themselves safe as staff remind children about not running indoors or to walk when carrying scissors. They are reminded about holding on when climbing on the slide and to be aware of other children when they run or ride around on the tricycles in the garden. The good relationship between the staff and the children helps support children's sense of belonging and children

approach staff for a cuddle or reassurance if they are feeling worried, upset or anxious. Regular praise is given to children for helping, trying out a new activity, being kind to another child or for an achievement. This helps to support children's understanding about social awareness and promotes their self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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