



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123636

DfES Number: 580974

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Anne Dowse

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lynmore Nursery School Ltd
Setting Address 34 Sun Lane
Harpenden
Hertfordshire
AL5 4HA

REGISTERED PROVIDER DETAILS

Name Lynmore Nursery School Ltd 4655364

ORGANISATION DETAILS

Name Lynmore Nursery School Ltd
Address 34 Sun Lane
Harpenden
Hertfordshire
AL5 4HA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Lynmore Nursery school opened in September 1988. It presently operates from three main rooms on the ground floor, although the nursery plan to use the upstairs of the property in the near future. The children are split into two age groups 2-3 and 3-5 years. Opportunities for children to integrate throughout the day takes place. There is a large fully enclosed garden available for outside play. The nursery operates from a private house, situated close to the town centre of Harpenden. Children attend from Harpenden and surrounding areas.

There are currently 48 children aged 2 to 5 years on roll. This includes 15 funded 4 year olds. Children attend for a variety of sessions. The setting offers support for children with special educational needs and children who speak English as an additional language.

The group opens 5 days a week for 47 weeks in the year.

Sessions are from 08:00 until 12:30 and 12:30 until 18:00

Two part time and four full time staff work with the children. Half the staff have early years qualifications, level two and three. Two staff members are currently working towards a recognised early years qualification. The nursery receives support from the Early Years Development and Childcare Partnership, and are members of the National Day Nurseries Association.

How good is the Day Care?

Lynmore Nursery school provides satisfactory care for children. Staff are deployed effectively, making sure that a balance of experienced and qualified staff are working directly with the children.

Safety throughout the building is good, regular risk assessments are carried out and potentially dangerous areas, such as the kitchen, have been made inaccessible to children. Good hygiene practice is promoted and children are encouraged to learn

about personal hygiene through the daily routine. Regard is given to the younger children's individual needs for sleeping.

A broad range of activities and play opportunities are offered throughout the nursery, however, these are not always age appropriate for the children aged 2-3 years. Routines are structured and do not allow children to make free choices, however, staff have recognised this and an action is being implemented. Children are encouraged to develop social skills and respect one another. Interaction between staff and children is good and positive behaviour is recognised and praised. Children's independence is encouraged, particularly at meal times.

Toys and resources are satisfactory and generally reflect our diverse society. However, the inaccessibility and range of role play equipment for children aged 2-3, limits the children's opportunity for imaginative play.

Staff are working in partnership with parents. Records of children's achievements are regularly shared. A parents notice board is available and parents evenings take place termly. Some written policies are given to parents in the prospectus, although generally, sharing of information takes place on a verbal basis. Personal information gathered on the children's individual needs, before commencement is slightly limited.

Parent's questionnaires reflect that they are very pleased with the overall care within the nursery.

What has improved since the last inspection?

There were no actions given at the time of the last inspection.

What is being done well?

- Children are grouped appropriately and are given opportunities throughout the day to integrate. Space is used effectively to meet the children's needs. Designated areas are used for different areas of play.
- Staff carry out risk assessments and regular fire drills are practiced. Steps have been taken to prevent accidents within the nursery. Children are encouraged to learn about personal hygiene and staff promote good hygiene practices.

What needs to be improved?

- the planning of activities and play opportunities to promote children's learning, meet their individual needs and allow them freedom of choice
- the accessibility of all toys and resources
- the information gathered on children's individual needs before commencement.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
3	Ensure that activities and play opportunities are age appropriate, provide freedom of choice and meet children's individual needs.	08/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Ensure all toys and resources are easily accessible to the children.
12	Ensure adequate information is gathered on children before placement begins.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Lynmore Nursery is of good quality overall. Children are making generally good progress towards the early learning goals in five areas of learning and very good progress in the area of mathematical development.

The quality of teaching is generally good. Senior staff have attended Foundation Stage training and have a good knowledge and understanding of the early learning goals. They take time to share this with less experienced staff. They plan the curriculum to incorporate all areas of learning and ensure children receive a balanced education programme over a period of time. However, on a daily basis, not all children have free access to creative art resources.

Learning objectives are now included in the planning and staff do use their knowledge of the children to build on what children already know. Further development in identifying and recording children's individual needs, linked to the stepping stones can be used in future planning. Evaluations are completed and used to help in future planning.

Staff interact positively with the children, they ask questions to make them think and present them with appropriate challenges.

Currently, the setting does not have any children with Special Educational Needs, although staff do work with parents to support any child with a particular need.

The leadership and management of the nursery is generally good. There are established staff and two less experienced staff, both undertaking further training. The team chat informally, every day. They meet on a weekly basis to review and evaluate the week and to discuss the forthcoming week. Staff are receptive to new ideas and proactive in responding to changes.

Partnership with parents/carers is generally good. Consultations are held once a term, information is shared informally and books taken home to provide a link with nursery. Staff seek further support for parents, such as information in additional languages.

What is being done well?

- Children form good relationships with adults and other children. They are able to work as part of a group, taking turns and sharing fairly. Whilst making Duplo models, they support and praise each other.
- Staff provide many opportunities for the children to explore and investigate. Children have looked at the life cycle of the butterfly and gained an awareness of change. They have planted a selection of vegetables, made a butterfly garden and know how to care for living things.

- Staff regularly read to the children, using story books for enjoyment and 'Jolly Phonics' to introduce letters and sounds. Older children are able to recognise and read some familiar words/short sentences and some can write their own name.
- Children's mathematical development is supported well. They are provided with a range of activities and resources to promote this area effectively, such as playing a shopping game, measuring with rulers and 'hands' and 'feet' and using compare bears to add and subtract.

What needs to be improved?

- opportunities for children to use their imagination, particularly with creative resources.
- planning and assessment, to ensure information gathered about the children is used to influence future planning.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. They were asked to extend the recording of numbers to include some practical activities, using objects through which children can record numbers and show an awareness of number operations, such as addition and subtraction. Children now regularly take part in a variety of practical mathematical activities, such as a shopping game, counting boys and girls and adding them together. This is supported with maths books, where children solve problems and record their findings.

The nursery were also requested to include the area of Personal, Social and Emotional development in the written plans. This has now been included in the topic and weekly plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled within their environment and they participate in all activities enthusiastically. They have formed good relationships, both with their peers and the adults. Children are able to concentrate and sit quietly at appropriate times, such as registration/circle time. Adults use this time to ask questions and children also take the opportunity to recollect their own experiences. Children work and play together co-operatively, helping and supporting each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well and can follow adult instructions. They approach adults and peers, with confidence, to recall events and initiate conversation. Children enjoy listening to stories and a reading book goes home to enable parents to be involved with their child's learning. Children 'read' to an adult daily and are able to answer questions relating to their story. Children are able to link sounds and letters, using the 'Jolly Phonics' system. Some children are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in counting up to 10 and some can count to 15. They are able to find the corresponding number on the number line. Children are beginning to relate addition to combining two groups of objects and subtraction to taking away, such as, using the compare bears to represent the number of boys and girls present and then adding the two together. Adults organise practical activities to reinforce mathematical concepts and the children play a shape game to match and identify shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children assist with the weather chart, day of the week, date and month during group time. They are beginning to differentiate between past and present by talking about events that happened yesterday and thinking about what day it will be tomorrow. Children find out and identify features of living things, objects and events. They plant vegetables and demonstrate a good knowledge in the care of animals and plants. Children show an awareness of change, through the life cycle of the butterfly.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move around confidently and show awareness of space, of themselves and others whilst playing and moving around the room. They use their bodies to crouch, wiggle, stretch and turn during a movement session. Children are able to travel around, under, over and through, as the adults assist them in completing an obstacle course. Older children use scissors accurately to follow the outline of a butterfly and rolling pins with control, to roll out play dough.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have the opportunity to make a butterfly, to draw, fold the paper, cut around it and paint it. They use their imagination when playing in the home corner, communicating their ideas to each other and taking on different roles. Musical instruments are available for the children's use but were not utilised during inspection. There are limited opportunities for the children to use their imagination freely, particularly with creative resources.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase opportunities for children to use their imagination more freely, particularly with creative resources.
- Develop planning and assessment, to show how staff use information gathered about the children to help them move to the next stage in their learning, linking these aims to the stepping stones and early learning goals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.