



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 310343

DfES Number: 510846

INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Rita Cruddos

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lymehurst Private Day Nursery
Setting Address	181 Flixton Road Flixton, Urmston Manchester Lancashire M41 5ED

REGISTERED PROVIDER DETAILS

Name	Mrs Gillian Ellis
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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

Lymehurst Day Nursery opened in 1992. It operates from three floors of a detached Victorian house in Flixton, Trafford. The day nursery serves the local area.

There are currently 94 children on roll. This includes six funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The nursery is open five days a week throughout the year. Sessions are from 07:30 until 18:00 hours.

Fifteen full-time and four part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Lymehurst Day Nursery provides good quality care for children. A well motivated staff team provides a warm and welcoming environment for children and organises space and resources to meet children's needs effectively. Very good relationships are developed with the children, who are happy, confident and secure within the setting. All staff have good practical skills in caring for children and undertake regular training to improve and build on these. Records are well organised and up to date. The hours of the children's attendance however are not recorded.

The provider has a good awareness of safety and takes positive steps to promote safety and prevent accidents within the setting though the child protection procedures do not include the staff. The risk assessment of the premises and hazard reports are thorough. All of the staff have undertaken first aid training. Good hygiene practices are encouraged and healthy, nutritious meals are provided.

The nursery offers a very good range of activities indoors and outdoors which help

children progress in all areas of their development. Children can reach toys independently and enjoy their play. Children are well stimulated and interested in all that the nursery provides for them. Staff interact with the children very well, they talk and listen to the children, ask appropriate questions which challenge the children's thinking and enable them to make decisions. The staff team manage children's behaviour well with consistent use of praise and encouragement.

Staff have good relationships with parents. Children are cared for according to parent's wishes and parents are kept well informed about daily activities. A prospectus and parent's handbook is provided. Regular feedback is sought from parents regarding all aspects of care the children receive.

What has improved since the last inspection?

A number of actions were raised at the last inspection. The following improvements have been made; appropriate, accessible resources that support imaginative play and promote positive images are available, suitable nappy changing, hand washing and drying facilities are available for staff and children and privacy is ensured, the changing of bedding is included in policies document and mattresses comply with BSL standards, activities are provided which enable children to explore, investigate and make decisions about their play, the behaviour policy statement, temperature control and access to the greenhouse have been reviewed. The greenhouse is now completely fenced off.

What is being done well?

- The organisation and deployment of the committed staff team is effective. Staff training needs are identified and there is a commitment to enable staff increase their knowledge and skills through further training.
- Monthly risk assessments cover all areas and hazard reports are completed ensuring children can play safely and a safety officer is on the premises.
- Good use is made of space with clearly defined areas for play. Toys and equipment are stored at child level. Provision of lower storage units ensures that babies and toddlers can access toys freely. A wide range of toys, equipment and activities are available within the nursery. These promote equality of opportunity and enable the children to gain experience of the world around them.
- Good relationships are maintained with parents. They have a comprehensive set of policies and procedures given to them at registration. They also have regular meetings with nursery staff regarding their child's progress. All documentation is displayed in the nursery hallway.
- A commitment is made to working with other agencies to ensure appropriate care is provided for children with special needs.

What needs to be improved?

- the recording of the children's hours of attendance
- the child protection procedure to include procedure if allegations are made against staff members.

Outcome of the inspection

Good

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

Std	Recommendation
2	Ensure the children's hours of attendance are recorded.
13	Ensure that the child protection procedure for the nursery includes procedures to be followed in the event of an allegation being made against a staff member.

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

How effective is the nursery education?

At Lymehurst Day Nursery the provision is of high quality. Children make very good progress towards the early learning goals in all six areas of learning. They are happy, confident and show a high level of enjoyment and involvement in a wide range of practical activities.

The quality of teaching is very good. Staff have a secure understanding of the early learning goals and how children learn. Through skilful observations of children staff plan a broad curriculum covering the six areas of learning based on children's knowledge, interests and needs. However there is a minor weakness in the educational programme for knowledge and understanding of the world and physical development. Staff know children very well, they are excellent role models who support, encourage and challenge children's learning and thinking using skilful questioning techniques and exceptional intervention. Children have time to play, extend and consolidate their learning as staff consistently re-visit, reinforce and link areas of learning together in meaningful ways. The learning environment is well-organised, bright and stimulating. Resources are stored attractively and are accessible to children. The support given to children with special needs is excellent.

The leadership and management of the setting is very good. Staff work extremely well together, their roles and responsibilities are clearly defined. Management create a positive learning environment for staff and children, through their close involvement and accessibility, a strong commitment to staff's professional development and the productive systems in place to monitor and evaluate the provision for nursery education.

Partnership with parents is very good. Parents are provided with substantial information about the Foundation Stage and are actively encouraged to be involved in their children's learning. Children's progress is shared regularly through continual discussions, written reports, open evenings and children's profiles.

What is being done well?

- Children are happy, confident, motivated independent learners, who form very good relationships with each other and staff. They display high levels of involvement in activities and express their needs and feelings confidently and in appropriate ways.
- Staff have a secure understanding of the early learning goals and a strong understanding of how children learn and as a result of this are effective teachers. Maximum use is made of resources, creating a well-organised, stimulating and rich environment where children make very good progress.
- Comprehensive long, medium and short term planning through themes and continual provision provides a broad curriculum across all six areas of

learning. The planning and provision for mathematics and communication, language and literacy is exceptional.

- Support given to children with special needs is a strength of the setting. Staff work with parents and other agencies to develop effective strategies to meet individual needs and to provide the best learning opportunities for individual children.
- Strong leadership, management and effective teamwork contributes to a successful working environment and ensures high standards.

What needs to be improved?

- the opportunities for children to develop their large physical skills indoors
- the opportunities for children to learn about their local environment.

What has improved since the last inspection?

At the last inspection the setting was required to plan more activities and take advantage of opportunities which arise during the sessions to encourage children's awareness and sensitivity to other cultures and beliefs. Also to ensure the physical programme includes more planned activities for children to use large and small apparatus to increase their physical skills.

Very good progress overall has been made on the two key issues raised at the last inspection. Planning is now aimed at promoting cultural and religious events and the children are involved in the celebration of them. Children have consistent access to good resources such as books, posters, jigsaws and dressing-up clothes which assist the staff in their planning and daily activities. Children are currently celebrating Chinese new Year, they dress-up in Chinese clothes, taste Chinese food, use chop sticks, look at reference and story books, discuss the Chinese culture with staff and explore interactive displays. Children talk confidently about different cultures, they are beginning to understand that people have different needs, views and cultures and show an interest and enjoyment in learning about them.

Staff plan a good balance of physical activities outdoors ensuring that children have opportunities to explore all aspects of their physical development when playing outside. Children make very good progress in their physical development, however when children are unable to play outside due to wet weather there is limited provision and planning to challenge children's large physical development inside. This is a minor weakness and has been raised as a point for consideration.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate high levels of interest and involvement in the environment. They are eager to learn and initiate their own ideas as they choose resources independently at the writing area, water area and creative area. Children forge excellent relationships, they are kind and considerate to each other as they take turns, share and listen carefully to others at 'carpet time'. They learn about their own cultures and those of others through celebrations, discussions and quality resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are fluent, confident speakers who enthuse as they express their ideas, thoughts and needs. Children use language for a range of purposes, they solve problems, explain to others and resolve disagreements. Children clearly link sounds to letters and know some letters which represent the sounds such as 'e' for egg. Children recognise and write their own names, they practise writing skills in meaningful ways when making birthday cards, shopping lists and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to 10 and more able children beyond, they recognise and write numbers up to five. Children use very good mathematical language to describe position, size and shape such as 'Humpty Dumpty is oval,' 'mine is the biggest'. They solve simple mathematical problems when deciding how many knives and forks they will need for lunch. Children order and sequence items such as vegetables and bricks by size, height and length. They recognise and name 2D and some 3D shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of objects, materials and living things using their senses, they look closely at similarities, differences, pattern and change and record their findings such as the pattern on a snails shell. Children construct with a purpose in mind, they select resources to create a planned effect when making spiders out of clay, using straws for legs. Children learn and know about their immediate environment, however less often learn about their wider environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around the environment safely, confidently and with good control, they show a good awareness of space as they sit together on the carpet area. Children use a wide range of tools and materials skilfully, developing very good fine motor skills. They manipulate and explore malleable materials confidently and competently such as play-dough and ice balloons. Children develop all aspects of their large physical skills outdoors due to good planning, however not often indoors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children represent and express their own ideas, thoughts and feelings through a wide range of art and craft, they are proud about their work talking freely about what they have achieved and are making. They use their imaginations well as they play in a well resourced role play area and act out narratives such as Goldilocks and The Three Bears. Children sing songs and rhymes with enthusiasm and enjoyment. They listen to music and explore the different sounds of musical instruments.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- ensure that children's large physical skills are consistently challenged indoors as well as outdoors
- develop opportunities for more able children to learn about their local environment.

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.