



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY264161

DfES Number:

### INSPECTION DETAILS

Inspection Date	12/02/2004
Inspector Name	Rosemary Beyer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lyndhurst Private Pre-School Day Nursery Ltd.
Setting Address	84 Kilnwick Road Pocklington York North Yorkshire YO42 2JZ

### REGISTERED PROVIDER DETAILS

Name	The partnership of Lyndhurst Private Pre-School Day Nursery Limited 4516296
------	-----------------------------------------------------------------------------

### ORGANISATION DETAILS

Name	Lyndhurst Private Pre-School Day Nursery Limited
Address	140 St. Saviours Road Leicester Leicestershire LE5 3SG

## **ABOUT THE INSPECTION**

The purpose of this inspection is to assure government, parents and the public 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**

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

### How effective is the nursery education?

Lyndhurst Day Nursery is a well established facility, which has had a recent change in ownership and management but still has an established, experienced staff group. It provides a warm and welcoming environment in which children can settle and learn.

Children who are three and four years old are making very good progress towards the early learning goals.

Quality of teaching is very good. Through planning and recording staff ensure the activities are appropriate and provide sufficient challenge, whilst ensuring any difficulties are observed and support provided.

Staff make effective use of the resources to foster children's learning. This includes providing opportunities to grow plants and learn about the natural world by using the garden. Staff ensure resources are accessible for children to make choices and work independently. Staff have high expectations of the children, who behave well. They take small groups of children into the side rooms for more focussed activities including maths and mark making work.

Leadership and management are good. The staff are committed to improving the care and education for all the children. They are supported in their own personal development through appraisals and training, provided both in house and externally.

Partnership with parents is very good. They are provided with a range of helpful information about the provision, including a brochure, information about the Foundation Stage and access to policy and procedure documents. Parents are invited to open sessions to speak to staff and see their children's work. They are encouraged to share information about their child's learning with staff.

### What is being done well?

- Staff's effective use of resources and space to foster and support children's learning. The children are able to participate in a wide range of activities to widen their knowledge and skills, foster their independence, concentration and imagination.
- The commitment of staff to improve the care and education for all the children. This includes taking advice from the Local Authority Mentor and listening to comments from parents.
- Children's relationships with each other and the staff, shown well when working as part of a group, doing exercises to music and when sharing resources and taking turns.
- Children's vocabulary extended well when learning new and interesting words

linked to the activity such as when drawing a daffodil, discussing a range of vegetables and fruit, and celebrating Chinese New Year. The sensory room provides opportunities to experience new sensations and describe feelings. They enjoy singing and learning new songs, such as number rhymes and Dutch songs.

- Children's ability to count up to ten reliably, is promoted well during practical activities, counting petals before drawing them. They are developing their use of mathematical language and starting to compare, add and subtract when sorting.
- Parents' access to the range of helpful information about the provision, including the brochure and up to date policy and procedure documents. Parents appreciate the range of activities provided and the early learning goal information they receive. They find staff approachable and supportive.

#### **What needs to be improved?**

- Staff should continue to evaluate and differentiate activities provided to ensure they cover all the areas of learning, and take account of the individual stages of development of the children.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have formed good relationships with each other and the staff, shown well when working as part of a group, such as when doing maths work in the small room or when doing exercises when they are careful to use the space safely. They are concerned about each other when unwell and question staff about their absent friends.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing their vocabulary well, when learning new and interesting words associated with their topics, such as the Australia topic and the daffodil drawing activity. They can speak clearly and show an awareness of the listener. They respond well to guidance and instructions. Children are given opportunities to attempt writing for a variety of purposes and are aware that print carries meaning. they enjoy stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using numbers and counting. They are developing mathematical language, using comparisons when making models and building with bricks. Most children can recognise numbers up to six and the four year olds up to ten.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate, including features of the natural world such as the daffodil and plants in the garden. They are interested in learning about other countries and customs, enjoy trying different foods and celebrating different festivals. They have access to and enjoy using the computer, use mobile phones in role play and other programmable toys which are available.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are skilful when doing exercises and moving around the room. There are opportunities to develop balancing skills both inside and outside on the large equipment. They are developing their fine motor skills when using a range of tools, including art and craft tools, mark making and writing implements, and when using malleable materials and construction toys.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are encouraged to respond in a variety of ways using all their senses, such as when using the feeling boxes in the sensory room and handling the vegetables and fruit. They are able to use their imaginations in role play activities, including being in the doctor's surgery. They enjoy drawing and painting, are aware of shapes and colours, including how to make different shades. Some children sing while playing or suggest songs which arise from their play.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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:*

- Staff are continue training to further improve their practice.
- They are to continue to evaluate and assess the activities provided to ensure the children have opportunities to develop in all the areas of learning.

*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.*