

Lydford House Day Nursery

Inspection report for early years provision

Unique reference number EY409046
Inspection date 10/01/2011
Inspector Elaine Douglas

Setting address Lydford House, West Lydford, SOMERTON, Somerset, TA11 7BU
Telephone number 01963 240100
Email emma.wilmore@tiscali.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lydford House Day Nursery is one of two privately owned nurseries. It opened in 2010 and operates from the ground floor of a large private home in Lydford-on-Fosse, close to the rural town of Somerton, Somerset. The nursery consists of an entrance foyer with designated rooms for the pre-school and under twos. Each age group has its own toilet facilities. There is a disabled cloakroom and a kitchen. Children have access to two large outside play areas, with both grass and tarmac. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year.

The nursery is registered on the Early Years Register to provide care for a maximum of 40 children in the early years age group; of these, not more than 12 may be under 2 years at any one time. There are currently nine children, aged from three months to under five years on roll, some in part-time places. The owner and manager both hold a level six early years qualification and are working towards Early Years Professional Status. There are two additional members of staff, one of whom holds a level three early years qualification. The other holds a level two and a Forest School qualification. They are also working towards a level three qualification. The setting provides funded early education for three and four-year-olds and receive support from the local authority advisers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children remain safe and secure on the premises through good supervision and procedures. The good deployment of resources contributes to children playing independently and being active in their learning. Children display a strong sense of belonging and develop excellent relationships with adults and peers. Staff have a good awareness of children's abilities, and very effectively promote their development through good interaction and an enabling environment. The excellent partnerships with parents, coupled with a strong commitment to equality and diversity, significantly enhances children's welfare and ensures an inclusive provision, where each child's uniqueness is valued. The management team have high expectations of staff, ensuring they continue to update their knowledge through training and research. The routine systems for monitoring the nursery support them in setting most of the relevant actions for ongoing development.

What steps need to be taken to improve provision further?

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

- extend the risk assessments to include outings and anything the children may

come in contact with, in order to further safeguard them

The effectiveness of leadership and management of the early years provision

Staffs' good understanding of child protection issues helps safeguarded children. All staff have attended training and good documentation is in place to provide further guidance. Excellent security ensures children remain secure within the nursery building. Good written safety reminders are displayed for staff, for example removing bibs and hooded tops before putting babies down for a sleep. Good risk assessments are carried out, including for activities and allergies, and appropriate equipment is installed to keep children safe. For example, stair gates prevent access to the living quarters and kitchen, and radiators are covered to prevent burning. Fences have been erected to secure the garden, and children can have supervised access to the far end of the garden. In this area the wall is low, and although children remain safe through constant supervision, this has not been included in the garden risk assessment. A good outings policy is in place and staff carry out risk assessments. However, these are not currently recorded. Dietary requirements are well recorded for each meal and confidentially displayed for staff to refer to. All required documentation is in place to safeguard children, and the manager monitors accidents and incidents in order to assess any actions to reduce risks. Good procedures ensure relevant checks are carried out for the safe recruitment of staff.

The outstanding partnership with parents enhances children's welfare and development. Prior to children starting the nursery, parents provide extensive information on children's routines and individual needs, both verbally and in writing. This is updated at least every term in order to ensure consistency of care. Daily opportunities to exchange information, at arrival and collection, enable staff to ensure daily routines meet children's needs. Photographic displays show parents how activities and play are linked to areas of development. Open days are provided for parents to find out more about the provision, for example the use of schemas and treasure baskets. 'All About Me' forms are used to gain feedback on children's interests and achievements at home. The excellent information obtained on children's siblings, pets, extended family and others involved in their care, promotes their sense of belonging and self-esteem. Staff have an exemplary attitude towards working in partnership with parents and being sensitive to their needs.

Resources are very well deployed. Current ratios enable children to receive good one-to-one interaction. The extensive range of toys and resources are very well maintained and are stored in low-level containers in order for children of all ages to be independent learners. For example, a baby accesses musical instruments and explores their sounds. Older and more able children are able to choose between being inside or outside and babies have good opportunities to join them. Photographs of equipment and Somerset Total Communication (STC) signs are used around the nursery to ensure children of all abilities are included. Adults are highly effective in ensuring all children are well integrated and that differentiation is identified in planning.

The owner and manager have both completed a degree in early years and are awaiting their assessment for Early Years Professional Status. They are extremely enthusiastic about continuing to develop their knowledge and implement new ideas. Good self-evaluation enables most priorities for improvement to be identified, for example developing the outside area. Children's views are sought and staff monitor children's involvement to assess the suitability of the environment. Parental questionnaires have been prepared in order to formalise parents' feedback. Research carried out by staff is used to enhance children's learning, for example using information communication technology. Plans are in place to provide stay and play sessions for parents, and for staff to update their training in using STC. Staff attend providers meetings, cluster groups and their sister nursery to share good practice. Ongoing supervision ensures staff are clear about their roles and responsibilities and receive regular mentoring. All staff hold a relevant childcare qualification and are committed to their personal development. The leadership team provide inspirational role models for staff. However, it is too early to know the impact this would have on a larger staff team once the nursery is running to capacity.

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

Children develop a strong sense of belonging through excellent procedures. For example, their coat peg is labelled with a sign which is personal to them. Personal photograph albums provide pictures of their family and anything that is special to them, and one baby squeals with delight at a photograph of their mummy and daddy. Information above babies' cots ensure their sleep requirements are met, such as sleep positions, favourite blankets and pacifiers. Children develop an excellent awareness of their own cultures and the wider world. For example, children learn about Native Americans and are involved in building a wigwam in the garden. They take photographs of the process and use this to make a book to share with children who are new to the nursery. Children are extremely well-behaved and polite. Children develop a strong sense of achievement as they manage new skills and develop independence. For example, one child manages to pull up their tights and jeans, and do up the zip. They are also confident enough to ask for help when required. The nursery has an ethos of mutual respect for each other and the environment. Consequently, children develop an outstanding awareness of making a positive contribution. All children have good access to books, and older and more able children are encouraged to interact and tell stories to the babies and toddlers.

Effective planning is specific to the children interests. Their next steps for development are displayed as an instant visual check in order for staff to provide good interaction. Regular observations are cross-referenced to photographs and the early learning goals to show each child's personal pathway. Good use is made of impromptu situations, such as investigating the changes in the environment during the freezing weather. Children collect natural resources, such as autumn leaves and conkers, which become an interactive display for them to explore.

Observation enables staff to identify babies' possible schemas and provide appropriate resources. Children are involved in setting up activities and deciding when to pack them away. For example, two children, prompted by their favourite book, decide to make their own cows. They select pink card and scissors, draw around a cow stencil and cut out the shape. When one accidentally cuts off the tail they are able to mend it using tape. They then glue different textures to create their own design. This is left out, at their request, to come back to after lunch. Babies explore a range of sensory resources and enjoy the warm interaction with staff. For example, one child laughs as a member of staff uses a puppet to sing songs.

Children thrive in the healthy environment and develop an excellent awareness of a healthy lifestyle. Older and more able children help themselves to tissues to wipe their nose, and understand about washing their hands thoroughly after using the toilet. They demonstrate their understanding of healthy practices through their play. For example, one child wraps their doll in a blanket before taking them outside in the cold, and another suggests they need their hat because they can see the wind blowing. Children enjoy home-cooked meals, healthy snacks and access to fresh drinking water. Staff have lunch with the children and provide good role models for healthy eating. Children clean their teeth after meals, have visits from a dentist and opportunities to use the garden seasonally for food production. Pictures, books and posters depict healthy lifestyles and cultural dietary differences. Children are supported in recognising changes in the body when taking part in physical exercise. They have excellent opportunities to be active and rest according to their individual needs. Children's understanding of keeping themselves safe develops well. Hand signs around the nursery premises indicate to children anything they need to be careful of. For example, some nettles are left in a small area to teach children not to touch them. Children are prompted by staff to mind their fingers when using scissors and a tape dispenser. Babies move safely around the environment, the more mobile are able to pull themselves up on equipment to promote their physical development.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

