

# Lanterns Nursery

Inspection report for early years provision

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<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Jill Nugent

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<b>Type of setting</b>	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

Lanterns Nursery registered in 1995 and transferred to its new premises in 2008. It is a privately owned nursery and operates from a converted building in the docklands area of East London. Access to the building is at ground level and children have the use of several rooms on the ground floor, including four base rooms, a studio, music room and gallery. Children share access to an indoor soft play area and a secure outdoor play area. The nursery is open from 8am until 6.15pm every weekday for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 68 children in the early years age group may attend the setting at any one time. Children are split into four age groups: Babies and Years 1, 2 and 3. Currently, there are 68 children on roll and 20 members of staff employed to work directly with the children. All staff are suitably qualified. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive play environment for children where they enjoy a variety of exciting learning experiences. The nursery's focus on promoting the arts, alongside the Early Years Foundation Stage, contributes to children making good progress in all areas of learning. Staff promote children's welfare effectively through the implementation of strict health and safety procedures. There is excellent liaison with parents and this encourages them to become actively involved in their children's learning and development. The management team monitors and evaluates staff's practice effectively in order to continually improve the outcomes for all children.

## What steps need to be taken to improve provision further?

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

- establish the system of observational assessment so that it is used consistently across the nursery and enable staff to challenge and extend all children in their learning
- review the timetable to ensure that daily routines remain flexible and meet the needs of all children in the nursery.

## **The effectiveness of leadership and management of the early years provision**

The nursery's policies are clear and well-written, providing a very good framework for staff's practice. Children's well-being is prioritised and staff ensure that all children are safeguarded while on the premises. There are effective child protection procedures in place and all staff know what to do if they have any concerns. Detailed risk assessments are regularly carried out, including checks on the premises, equipment and activities, so that all potential risks to children are minimised. Staff are well qualified in first aid and keep children's medical records up to date. Children are closely supervised as they move around the building, accessing the various resources and activities.

Parents receive clear and useful information about the nursery's childcare provision. Excellent use is made of the display boards to inform parents about welfare, for instance, important health and safety issues, and also to show examples of children's learning in photographs and art work. Care is taken to liaise closely with parents when settling new children into the nursery. There are particularly effective procedures for exchanging information with parents about children's development. Parents have access to children's observation files, daily feedback opportunities and regular meetings with key workers. The nursery has established links with other professionals and providers in the area so that children are offered consistency and continuity of support.

The management team is well led and efficient in its day-to-day running of the setting. There have been many developments since the previous inspection, leading to notable improvements in the childcare provision. For example, children are offered a wider choice of activities during their free play sessions and more opportunities to participate in physical activities. Staff are mentored individually so that they can be supported in their professional development. They are encouraged to take part in the self-evaluation of the whole setting and to access further training opportunities. The management team makes good use of an action plan to continually develop the nursery provision, noting relevant ideas and setting realistic targets for the future.

Children's base rooms offer enabling and stimulating learning environments, with a wide selection of resources set out in attractive play areas. Staff are well deployed across the rooms and make good use of their time as they keep to the daily routines for each year group. They are mostly flexible and calm in their approach. Children benefit from the opportunities for free choice play alongside timetabled activities. The gallery is especially interesting for children, set out with a wide variety of creative resources, malleable materials, sand and water play. Staff encourage children to feel valued as individuals, responding appropriately to their individual requests and needs. Children learn to respect others and gain an increasing awareness of a wider society as they learn about different cultural and religious festivals.

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

Children show much interest in the activities on offer and often become happily engaged in their exploration. Babies enjoy a lively play room and are encouraged to make connections with their environment through using their senses in different ways. For example, staff demonstrate how to make sounds using musical instruments or metallic objects; they facilitate mark-making on a large whiteboard or table-top paper. They constantly interact with the babies, encouraging them to develop a sense of belonging and to communicate. Consequently, babies feel secure and well looked after in staff's care.

Older children gain self-confidence as they participate in adult-led activities, such as music and movement sessions and circle times. All children have fun as they become more aware of their bodies and learn to use them in different ways, for example, scrambling over soft play shapes, throwing and kicking balls or handling a large parachute. Pre-school children are articulate in their use of language, engaging enthusiastically in conversation with adults. Staff encourage children's acquisition of skills for the future through the use of stories, puppets and flashcards.

Staff make use of a recently introduced system of observational assessment to support children and move them on in their learning. The system works well in focusing staff's observations of individual children, enabling them to determine children's next steps of learning. In this way they are able to plan new experiences for children to help them progress, for example, providing alternative creative resources, teaching new songs or making opportunities to extend counting skills. Staff in the baby room use their knowledge of the children well to plan focused activities and promote learning, although staff in Years 1, 2 and 3 have not yet developed their planning to the same extent so that they can ensure all children are challenged and extended.

Children are aware of their boundaries within the setting and are very well behaved. They are attentive to staff and respond with enthusiasm to their suggestions. They feel secure in the setting as there are effective safety and security measures in place. Children are generally very happy in the nursery setting. They move sensibly between rooms and sit quietly at mealtimes. However, younger children in Years 1 and 2 occasionally become upset when moved from room to room too often as this tends to disrupt their sense of security.

Children keep fit and healthy in the nursery setting due to the many opportunities to participate in physical activity and the provision of a healthy and nutritious diet. Children enjoy their mealtimes in the dining room and eat very well. Younger babies enjoy one-to-one attention as they eat their meals in secure chairs. All children benefit from the inclusion of fresh fruit and vegetables in the daily menu. They rest or sleep according to their needs and have good access to the outdoors so that they can exercise in the fresh air. They learn to play harmoniously and work in teams, for example, when taking part in parachute games.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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