

Lynmore Nursery School Ltd

Inspection report for early years provision

Unique reference number 123636
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Inspector Susan Ennis

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Type of setting 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

Lynmore Nursery School registered in 1988, and operates from a private house in Harpenden, Hertfordshire. Children have access to three rooms and a secure, enclosed outside play area. The setting has no pets.

The nursery school is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time and there are currently 54 children on roll, ranging from two to under five years. The nursery is open each weekday from 8am until 6pm, for 50 weeks of the year, with children attending a morning, afternoon or all day session. The nursery offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The nursery employs five full-time and two part-time members of staff. Six of the staff, including the manager, hold appropriate early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership, and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the nursery and make good progress in their learning and development. The staff build trusting relationships with parents and carers and keep them well informed about their child's development and the day to day running of the nursery. Senior staff lead a culture of reflective practice where all staff work together and are committed to continuous improvement for all children and their families.

What steps need to be taken to improve provision further?

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

- develop further the systematic use of starting points, observations, assessments and next steps to demonstrate children's progress towards the early learning goals
- ensure that the complaints procedure is made more readily available to parents.

The effectiveness of leadership and management of the early years provision

The effective implementation of the nursery's comprehensive policies and procedures support the daily running of the setting and ensure that children's safety is prioritised. For example, there are robust procedures for checking that staff are suitable to work with the children and a rolling programme of training to further increase their childcare knowledge. They all have an appropriate understanding of the procedures to follow relating to safeguarding children and extra procedures in the nursery ensure this further. For example, the nursery camera is stored in the reception area so that it can be seen at all times. In addition, safety gates are placed on the entrances to the classrooms rather than closing the doors. Therefore, staff and children are not left in a vulnerable position and are safeguarded. Staff further protect children's safety by taking effective steps to identify and minimise any hazards. They carry out daily safety checks of the areas used by the children and complete comprehensive risk assessments on a regular basis.

The nursery actively promotes equality and diversity, enabling them to offer a service that is inclusive for all children and their families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. The nursery develops children's understanding of the wider world through a range of resources and activities. For example, during Chinese New Year children are encouraged to try Chinese food brought in by the parents. Resources, such as, books, play figures and garden toys, reflect the diverse society in which we live and posters displayed around the nursery ensure that all images are positively included.

Children's individual development is consistently promoted as the nursery has good procedures in place to support, monitor and evaluate their progress. The interesting range of resources is efficiently used and the inclusive, child-friendly environment is conducive to children's learning. For example, low-level, labelled storage units encourage the children to freely choose what to play with. The nursery also makes good use of the premises to develop children's physical skills. They encourage the children to participate in activities outside, including riding bikes and developing their ball skills. Alternatively they use one of the classrooms for more active pursuits, such as, an obstacle course, when the weather is too bad. Children also thoroughly enjoy looking out of a low-level window at the garden and birds. Pictures of birds are displayed on the wall to help the children identify which species they can see and a chalk board encourages them to record how many they can count using the binoculars also provided.

Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. The ongoing monitoring and reflective practice in place helps highlight their strengths and areas for improvement. They use information from staff meetings, the self-evaluation form and feedback from parents to implement changes to further improve the outcomes for children. For example, when new parents were finding it hard to meet others due to the nursery's flexible arrival time, social events were organised to encourage the

parents to meet regularly and get to know each other. Parents are also very complimentary about the nursery. They comment that the nursery is 'consistently brilliant' and that they are amazed by the level of care given.

Effective links with parents, carers and others involved in the children's lives promotes continuity of care and education for all the children. Parents are kept well informed about their child's development and are included in their progress. For example, following a parent's request to be more involved in their child's learning, a weekly home link is displayed on the notice board. This explains the area of learning that is the weeks focus and gives examples of how parents can develop their child's understanding. It also gives examples of activities that they can do together at home. Parents are regularly informed about the nursery's good practice through a parent notice board and access to the setting's policies and procedures. However, the contact details for the regulator are not made easily available, therefore potentially delaying the parents in making a complaint. Wider partnership working is encouraged as the nursery builds relationships with other settings and schools in the area. Teachers visit the children at the nursery and relevant information is shared. This ensures that the transition from one setting to the other goes as smoothly as possible.

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

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Information is gained from parents about children's home lives, likes, dislikes and their stage of development. This information is then used to start planning for children's progress. Staff know the children very well and record their attainments through use of observation, assessment and planning for next steps. Each child has a learning profile which accompanies them through the nursery. It highlights their progress through examples of their work, photographs and staff input. However, as the system currently in place is not consistently used across the nursery, children's development is not optimally promoted.

Children's learning is effectively encouraged through a range of adult-led and child-initiated activities. Flexible planning ensures that children's interests and spontaneous events are also taken into account. For example, when ice forms in the puddles outside children take a great interest in it. They bring some inside and place it in a container. The member of staff then actively develops their knowledge and understanding and problem solving skills. They ask questions, such as, 'what will make the ice melt?' and 'which piece will melt quicker, the thin or the thick piece?' Children soon realise that the smaller pieces are easier to break and that holding a piece in their hand makes it melt. Staff also use routine activities to extend children's learning. For example, whilst discussing the weather staff develop children's understanding of their physical health. They ask the children 'why would we not wear shorts and sandals in the winter?' to which the children enthusiastically reply 'because we would get cold. We need to wear trousers and boots.' They are also encouraged to count how many boys and girls are present, placing the corresponding amount of discs in a hoop on the floor. They then

further develop their problem solving by working out how many there are if both hoops are joined together.

During activities staff consistently support the children in their development. When children ask to use the scissors staff move to sit with them to ensure their safety and help them if needed. Staff also extend children's imaginary skills by encouraging them to make a cup of tea whilst playing in the home corner. Children enjoy their time at the nursery, forging good friendships with the staff and each other. They demonstrate their trust in the environment by, for example, spontaneously giving a member of staff a big hug and telling them all about their up and coming holiday. Children's behaviour is good as they follow the positive role modelling practised by staff. Children demonstrate an awareness of the boundaries in place as they, for example, remind another child that running is for outside only and consistently practise good manners.

Children's health and welfare are exceptionally well promoted. Staff take very effective steps to minimise the spread of infection and develop children's understanding of healthy living. For example, children automatically sing the 'washing hands' song at the appropriate times and know that germs can give them 'poorly tummies'. Their understanding of this is further developed as the nursery borrows a machine which shows the germs on the children's hands when they are placed under the microscope. Children also learn the importance of healthy eating. They have an ongoing vegetable patch in the garden which is consistently planted and nurtured. They then use the produce to make dishes, such as vegetable soup, that they also get to taste. Home-cooked, healthy meals are cooked for the children, who enjoy them greatly and are confident in asking for more if they want it. Children's independence is encouraged as a jug and cups are provided to encourage them to identify when they need a drink and to help themselves, therefore preventing them from becoming dehydrated.

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	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	2

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

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	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