

# Lyvennet Nursery Group

Inspection report for early years provision

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**Unique reference number** 317556  
**Inspection date** 14/02/2011  
**Inspector** Cathryn Parry

**Setting address** Crosby, Ravensworth, Penrith, Cumbria, CA10 3JJ

**Telephone number** 01931 715 265

**Email**

**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*.

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## **Description of the setting**

Lynvennet Nursery Group is run by a voluntary committee and is a registered charity. It was registered in 1992 and operates from three rooms within Crosby Ravensworth Primary School. It is situated in the Eden Valley near Penrith. The premises are accessible to all. Children use an enclosed outdoor play area. The nursery is open on Monday, Wednesday and Friday from 9am to 12pm and on Thursday from 12.45pm to 3.15pm during term time.

The nursery is registered to care for a maximum of 12 children in the early years age range at any one time, of whom none may be under two years. There are currently nine children attending in this age group. The nursery is registered by Ofsted on the Early Years Register.

There are two members of staff, both of whom hold a relevant early years qualification at level 3. The nursery provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children and their families are warmly welcomed into the nursery. The staff demonstrate a positive attitude to providing an inclusive environment. The wide range of activities offered ensures all children have good opportunities to make progress in their learning and development. Systems for monitoring this progress and including parents in the observation and assessment process are being developed. Staff work with an early years childcare coordinator from the local authority and visit other settings, to ensure continuous improvement is effectively maintained.

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

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

- develop further systems for monitoring children's learning and development, including matching observations to the expectations of the early learning goals
- improve systems to involve parents as part of the ongoing observation and assessment process.

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

The manager and her member of staff have attended child protection training and demonstrate a secure understanding of their role and responsibility in the safeguarding of children. Consequently, children are well protected. A robust

recruitment procedure is in place. This ensures staff who are appropriately experienced, qualified and vetted are employed to keep children safe. Risk assessments take place on a daily basis within the nursery and for any outings undertaken. The manager's ongoing commitment to the professional development of herself and her member of staff has a significantly positive impact on embedding ambition and driving improvement. She clearly evaluates the learning and development opportunities the nursery provides and is proactive in including staff, committee members and parents in the evaluation process. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on safeguarding children and increasing their opportunities to access books and craft activities. There is a good range of resources and staff are well deployed.

The good involvement of parents and carers is highly beneficial to the continuity of care that the children receive. Children have a key person who speaks to parents and carers on a daily basis to make sure they are fully informed of the activities children have enjoyed. This is complemented with a written diary. Consequently, parents and carers are able to continue their children's learning at home through similar experiences. Strong links have been made with other practitioners where children receive care and education in more than one setting. This promotes continuity and cohesion. Staff work with other professionals such as speech therapists and demonstrate a good understanding of the benefits of such relationships.

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

Staff use a positive approach to managing behaviour, which takes into account children's understanding. Children develop a sensitive awareness of diversity and an understanding of the needs of others. Repeated opportunities to practise new skills ensure steady progression, for instance, when using scissors to cut out shapes. Children's communication skills are fostered well. A wide range of sequencing, matching and sorting activities promote children's problem solving and numeracy skills. Children delight in using their imagination as they pretend shaving foam is snow for the tractors to make tracks in. They are developing a good awareness of the living world exemplified when they bring their pets, including chicks and a calf, to nursery. Children's skills for the future are nurtured as they access carefully chosen computer games.

Staff demonstrate a good understanding of the Early Years Foundation Stage and implement it effectively. Planned and spontaneous activities cover each of the areas of learning. Staff know the children well and identify the next steps in their learning to inform future plans. Individual files for children include observations and photographs, which are linked to the areas of learning. However, these are not clearly matched to the expectations of the early learning goals. Neither are the observations made by parents and carers included in the developmental record to support the assessment process.

Children are kept secure through good procedures for entry to the building.

Activities linked to road safety and regular fire drill practices promote children's knowledge about personal safety. They have opportunities to take part in physical play activities both indoors and out. These include negotiating balancing equipment and manoeuvring sit and ride toys. Children have a growing awareness of healthy food options, which is fostered through positive discussions with the staff. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must put paper tissues in a separate bin after blowing their nose. The procedure to ensure that children do not attend if they are ill contains the spread of illness. All documentation relating to health is in place and up to date.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

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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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