

# Lindum Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY281363

**Inspection date**

18/02/2011

**Inspector**

Andrew Clark

**Setting address**

Prince William School, Herne Road, Oundle, Peterborough,  
Cambridgeshire, PE8 4BS

**Telephone number**

01832 275779

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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**

Lindum Day Nursery was registered in 2004 and is run by a private provider. The setting operates from a separate building in the grounds of Prince William School, Oundle, Northamptonshire.

A maximum of 43 children aged under eight years may attend the setting at any one time. The setting currently takes children from six weeks to five years of age. There are currently 91 children on roll, all of whom are within the early years age group. The setting receives funding for early education places. The setting is open Monday to Friday from 7.30am to 6.30pm, for 51 weeks a year. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, who work directly with the children. The manager and seven other members of staff hold a qualification at level 3 in early years education. The setting receives the support of the local authority.

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

Overall the quality of the provision is outstanding.

The setting meets the needs of the early years children extremely well, and helps them to make excellent progress in their learning and development. This is a fully inclusive setting, where the high level of the staff's professional skills means that all children, including those with special educational needs and/or disabilities, benefit from the full range of activities. Children are protected by very robust safeguarding measures and they all feel very safe and confident. The manager provides excellent leadership to a highly motivated staff, who are committed to improving their skills and the quality of the provision. As a result, the setting is extremely well placed to improve in the future.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the two-way flow of information with parents, by engaging them more frequently in their child's learning.

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

Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. Staff regularly receive training on a wide range of health and safety issues and understand their roles fully. The setting has rigorous

recruitment and vetting procedures in place. Excellent staff ratios and deployment mean that children's whereabouts and safety are monitored at all times. Staff take their responsibilities extremely seriously, and the promotion of children's welfare is central to the setting's work. There are excellent procedures for the administration of medication and for recording accidents and injuries. All records are very well maintained and securely stored. Risk assessments are extremely thorough and cover the whole of the indoor and outdoor environments. The professional organisation of the setting contributes greatly to children's welfare and progress.

The manager enthuses and motivates her staff by fully involving them in self-evaluation and improvement planning. Their vision to provide high-quality care and support is very well established. Staff are well qualified and trained for their clearly designated roles. They play strong roles in the development of the early years provision throughout the setting and local area and there are outstanding links with other providers. The self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. Staff are very successfully involved in monitoring and evaluating all aspects of the quality of their work. The setting gathers the views of parents, carers and children through questionnaires and discussions and acts upon suggestions.

The promotion of equality and diversity is outstanding. Staff are well trained and are able to quickly identify any barriers to children's success. They draw on their own skills and those of specialist agencies to offer children a wide range of specialised support. Strong links with health service providers have been established, and the setting is able to access a wide range of advice through them. Levels of engagement with parents and carers are outstanding and have a very positive impact on children's personal development. Parents and carers find staff very approachable and appreciate the care they show their children. The setting is held in very high regard within the community. Parents and carers receive an excellent range of information about their children's progress on a frequent basis. However, the setting does not always make full use of opportunities to gain parents' feedback on children's learning records. Parents are frequently asked to contribute their views about the quality of the setting through the parents and carers' forum, which has led to changes to the children's menus and to opening times.

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

Children are very happy and make extremely good progress towards the early learning goals. The quality and standards of the early years provision are outstanding. The very good links with parents and carers and with other providers mean useful information on children's progress is freely shared and supports their successful induction into the setting. The manager and staff are very skilled in observing children's development regularly and identifying the next steps in their development. This is used very well to plan for the needs of children of all abilities. The babies' daily routines are closely matched to those at home, and parents and carers receive detailed daily records from the setting. The furnishings, room layouts and play resources are very well matched to the needs of children of

different ages and abilities.

Throughout the setting, staff make highly effective use of vibrant and exciting resources, including information and communication technology devices, to promote all areas of learning and to motivate children. Children are very independent and quickly develop high levels of self-confidence because they are successfully taught to make decisions for themselves. High-quality displays of children's work both indoors and out act as an excellent and relevant stimulus for future learning. Children regularly celebrate a wide range of festivals from cultures around the world. They are very inquisitive and enjoy exploring the natural world through the wildlife and garden areas. They show great enthusiasm as they access a wide range of information and communication technologies, including cameras, recording equipment and computers. Children confidently show that they can use the computer's mouse, take photos and use programmable toys. These skills prepare children very well for the future learning. Adults very skilfully question children and guide them in their learning. Children thoroughly enjoy their learning because they participate in exciting and unusual activities in a safe environment. For example, they match textured and coloured numbers on large and small cards which hang from the display trees. Staff make excellent use of training opportunities to improve provision and outcomes. For example, the work on communication skills has helped promote high levels of early literacy and numeracy skills, preparing all children well for their next stage of education.

Children feel very safe and quickly establish secure relationships with staff, which parents and carers fully appreciate. Children learn to respond to signs and labels around the premises, which contribute very well to their understanding of safe and unsafe situation. Outings and visitors make a very good contribution to children's sense of well-being and safety, as well as to their appreciation of their local community. The development of healthy lifestyles is outstanding. The staff offer an excellent range of healthy snacks and meals and make sure they meet children's dietary and medical needs very well. The secure and attractive outdoor area makes an excellent contribution to children's progress in all areas of learning. There are especially exciting opportunities for children to climb, roll, run, jump and negotiate obstacles, which help their physical and problem-solving development. Overall, children are learning outstanding skills and levels of behaviour, which will help them in their future learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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