

# Lyndon Methodist Nursery

Inspection report for early years provision

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<b>Inspection date</b>	22/03/2011
<b>Inspector</b>	Carol Johnson

<b>Setting address</b>	Lyndon Church Centre, Melton Avenue, Solihull, West Midlands, B92 7QX
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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*.

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## **Description of the setting**

Lyndon Methodist Nursery opened in 1992, although as a playgroup it has existed since 1972. The nursery operates from various rooms in Lyndon Church Hall in Solihull and is run by the Committee of Lyndon Methodist Church. All children have access to an outdoor play area.

A maximum of 35 children may attend the setting at any one time. The nursery opens five days a week from 8am to 3pm in school term time. The nursery serves families and children in the local community and surrounding areas. There are currently 55 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

The nursery employs eight members of staff, including a cook. Most hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the Local Authority.

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

Overall the quality of the provision is good.

Children are making good progress as they enjoy interesting and stimulating experiences which enthuse and encourage them to learn. They are treated as individuals and benefit from good adult interaction. Partnerships with parents are effective and suitable links are in place with others involved in children's care and education. Observation, planning and assessment methods are not yet fully effective but staff demonstrate a sound knowledge of the children in their care. Systems to successfully evaluate the provision are still being developed but the nursery demonstrates a good capacity for continuous improvement.

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

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

- enhance systems used to monitor and evaluate the quality of practice to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve methods used for observation, planning and assessment, develop records of learning and development and ensure that parents have regular opportunities to view and add to these records
- develop partnership working with other settings, professionals and with individuals and groups in the community to support successful outcomes for children.

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

The setting is safe as staff are vigilant with regards to safety and security. They visually check the premises and equipment on a daily basis and regularly remind children about being careful and using resources safely and considerately. Appropriate risk assessment records are maintained and a range of safety precautions are in place to help protect children. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and all permanent members of staff have attended training in this respect. Policies and procedures accurately reflect everyday practice and these are regularly reviewed. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Staff are actively encouraged to attend training courses and knowledge is cascaded throughout the team. Children are cared for by a caring staff team who actively strive to make the environment attractive and welcoming to all. Inclusive practice is evident throughout the preschool and staff work hard to ensure that children's individual needs are known and met. The staff team is keen to make improvements and have lots of ideas that they want to put into practice. For example, staff intend to put together packs of resources for parents and children to borrow so that they can practise skills and carry on learning at home. Recommendations raised at the setting's last inspection have been suitably addressed. Management are in the process of reviewing the Ofsted self-evaluation form and have recently sent questionnaires out to parents to gather their views about the service. However, self-evaluation methods are not fully effective and do not take into account of the views of the committee. Consequently, the ability of staff to effectively identify the strengths of the provision and successfully target priorities for improvement is reduced.

Children are flourishing in the warm and welcoming environment provided by the nursery. They enjoy access to a variety of good quality resources and have plenty of space to play and rest. Children benefit from the good relationships that exist between their parents and staff. Parents interviewed during the inspection praised the setting highly and positive comments included those in relation to the friendly and approachable staff team and how happy their children are at the nursery. Each child has been appointed a key person and this helps children to settle and provides parents with a main point of contact. Parents receive plenty of information about the nursery through conversations, newsletters and displays. Staff are aware of the value of working in partnership with others and have forged suitable links with other practitioners, professionals and agencies. Some children attend local nurseries and staff have enjoyed some reciprocal visits to these settings and exchange general information about individual children's welfare. However, children's learning potential is somewhat impeded because very little is shared with these settings in relation to children's learning and development. Also, effective links with the wider community have yet to be formed.

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

Children are learning and developing well. They are interested and motivated to learn and benefit from inclusive attitudes and the good variety of experiences that are available to them. They come into the building happy and smiling and soon settle down to play. Activities are carefully planned by the staff team who know individual children well. They observe children during play and record some of the things they say and their achievements. This information is then used to inform children's individual learning and development records, known as 'Learning Journeys'. These records contain a variety of useful information, including photographs, written observations and some examples of children's work. They are shared with their parents at parent evenings, who are told that they can ask to see them at any time. However, effective methods for planning children's experiences and completing the 'Learning Journeys' have still not been successfully established. Also, strategies to ensure that parents are viewing these records on a regular basis and to involve them in the planning, observation and assessment cycle have not been fully explored. As a result, children's learning potential is somewhat reduced.

Children are gaining the skills they will need in future life in meaningful and effective ways. For example, independence is encouraged as children select resources, wash their hands and use the toilet. Children are developing an avid interest in books as they enjoy listening to stories, and through group times they are encouraged to communicate with others and share their experiences. Children are confident in their surroundings and good quality interaction from staff members encourages them to be active and inquisitive learners. For example, during the inspection a small group of children were making playdough and the member of staff sitting with them encouraged them to consider whether their mixture was too wet, too dry or just right. Children understood that they might need to add more flour and water and they had great fun stirring, kneading and rolling their ingredients.

Children's awareness of safety and healthy lifestyles is effectively promoted. The outside area is used on a regular basis and children are learning about nature and developing good physical skills. Food provided by the nursery is healthy and nutritious and fresh water is available at all times. Children are learning to keep themselves safe as they practise road safety on outings and take part in regular emergency evacuation drills. Visits from police and fire officers and activities based on familiar stories such as 'Little Red Riding Hood' have helped to raise children's awareness of safety issues in a child-friendly and fun manner. Children are at ease with staff and happily go to them for comfort, reassurance or support. Close friendships are developing between some of the children and they are content to play both independently and with others. Children are learning about themselves and others through discussion, various planned activities and exploring a range of religious and cultural festivals. They are taught to be kind and considerate and children behave exceptionally well. Staff effectively use positive methods to manage children's behaviour and provide them with excellent role models to follow. They are calm and consistent and children's good behaviour, effort and achievement are promptly acknowledged and rewarded.

## 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	3
The effectiveness of partnerships	3
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	1
The extent to which children develop skills for the future	2

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