

Lambley Day Nursery

Inspection report for early years provision

Unique reference number

EY361602

Inspection date

03/05/2011

Inspector

Lynn Dent

Setting address

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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

Lambley Day Nursery has been under the current private ownership since 2007. It operates from two rooms and a conservatory in the converted old school in the village of Lambley, Nottinghamshire. Access to the premises is by a slope. All children share access to secure outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 30 children at any one time. There are currently 62 children aged from 10 months to under five years on roll, some in part-time places. The nursery is open each weekday from 7.30am to 5.45pm all year with the exception of one week between Christmas and New Year.

The setting provides care for children from the village and surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities. The setting is in receipt of nursery education funding.

The owners employ 13 staff, all hold appropriate early years qualifications. Of these, two are working towards a level three qualification and one is working towards an appropriate degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff plan and provide an interesting range of activities and experiences ensuring that all areas of learning are promoted. Children have independent access to most resources to support their learning and play. Overall systems for monitoring and recording children's achievements are effective. Most required personal information about the children is in place. Highly effective partnership working with parents, carers, and others ensures all children receive consistently good care. A range of effective systems enable the management to consistently review the provision, showing a commitment to improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- gather information about who has parental responsibility for the child (Safeguarding and promoting children's welfare). 24/05/2011

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

- improve older children's independent opportunities to access and enjoy books

- improve the systems for recording learning priorities in the baby room.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because staff understand their responsibility to report child protection to the relevant agencies. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Routine risk assessments are completed ensuring that the premises, toys and resources are safe for children to use. Further risk assessments are completed for outings, resulting in children's safety being maintained during these times. Information regarding who has parental responsibility for the children has not been sought, meaning it is unclear who this is. All other required personal details about the children are in place.

The effective organisation of the rooms mean that children can freely move around and engage in adult-led and child-initiated activities at will. A good range of developmentally-appropriate toys and resources are readily available for children to access easily. Staff move around the rooms engaging children well to support their learning and development through play. Children's learning is effectively promoted because they spend time each day in small groups working with an adult in the conservatory. This time is used to enable children to develop their skills through planned activities such as using the computer or extending their language skills as they re-tell their favourite stories.

All children feel valued in the highly inclusive setting because their differences are recognised and promoted. Excellent arrangements are established with other specialists services so that children's individual needs are met. As a result children with special educational needs and from minority groups are fully integrated and supported to reach their full potential. Parents value the high levels of interaction and information they receive from the staff. Discussions show they feel fully involved in their child's learning and development. The management places an emphasis on partnership working with parents and carers. This begins at induction and continues throughout the child's time at the nursery. All parents have access to their child's development files and are invited to attend parents' evenings. Regular written reports are used to keep parents updated. Consequently, they are involved in their child's learning and development.

All children are making good progress in their learning and development due to effective planning and implementation of the Early Years Foundation Stage. Detailed information about the children is collected from parents at induction enabling staff to fully build on what the children already know and can do. Effective assessment procedures ensure children's achievements and next steps are identified. However, the next steps for babies are not always detailed in their development files. Consequently, these are not useful for planning although staff do know the children well. Good systems for self-evaluation results in all aspects of the provision being monitored and evaluated. The management are focussed on consistent improvement, setting clear targets and carefully monitor the impact of any changes on the children's welfare.

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

Children develop an understanding of being safe as they practise the fire drill. They also know that they must wait to go down the slide so as not to hurt their friends. Meal times are very effectively used to help develop children's independence as they help to set the table. These times are also used to help them learn good table manners from staff who are positive role models. Children are very knowledgeable of healthy eating and how to maintain a healthy lifestyle. They grow various fruit and vegetables which are used for their meals at a later stage. Systematic cleaning routines very effectively prevent the spread of germs.

Older children routinely use mathematical language during their play. They count how many wooden bricks they have used to make towers and which are highest and smallest. During painting they discuss using dots and stripes to make patterns. Children are confident and accurately count because they do this during everyday routines such as counting how many children are in the line to go outdoors to play. Children thoroughly enjoy stories and handle books well. However, most books are set out in the conservatory which the older children do not access independently. This limited access does not fully promote their enjoyment of books. Children use their language skills well to explain what they are doing. For example, they explain their drawings are 'Treasure maps with a cross where the treasure is'. Babies are encouraged to develop their communication and early language skills because staff say words linked to what they are doing. As the children learn to bounce and roll large balls, staff use word like 'roll, bounce, boing' which the children repeat.

Babies' and toddler's individual needs are effectively met because staff maintain their sleep and feeding routines from home. All children feel safe, confident and quickly settle on arrival at the nursery because the relationships between staff and children are warm and caring. All children receive regular opportunities throughout the day to play in the well-resourced outdoor play area which challenges their physical development. All children feel included because they are surrounded by positive images and information in different languages. Children develop a clear understanding of the wider world and the needs of others through celebrating various events throughout the year and engage in fund raising activities. Older children learn to speak French. Visitors to the setting help to develop children's understanding of the local community. Children behave well because staff are positive role models for this and use effective methods to help them learn to share and take turns. All children have high self-esteem.

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 | 1 |
| 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 | 1 |
| 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 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| 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 | 1 |
| 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