

# Lonsdale Nursery

Inspection report for early years provision

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**Unique reference number** EY410762  
**Inspection date** 08/12/2010  
**Inspector** Vivienne Dempsey

**Setting address** 22 Grange Road, HARTLEPOOL, Cleveland, TS26 8JB

**Telephone number** 01429 861400

**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*.

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

Lonsdale Nursery and Out of School Club opened in 2010. It is a privately owned provision situated in the centre of Hartlepool. The nursery operates from a converted Victorian house, near to local facilities and public transport. There is a secure outdoor play area and this is easily accessed from the ground floor playrooms. The setting serves families from the local and surrounding areas. There are links with some of the local schools.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 56 children under the age of eight years. There are currently 24 children on roll in the early years age range. There are 18 children on roll in the out of school club. The provision intends to be in receipt of funding for the provision of free early education to children aged three and four years. It is open each week day from 7.45am to 6pm. It is open all-year-round, closing only for bank holidays and for the week between Christmas and the New Year. The nursery has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of staff to work with the children, all of whom hold appropriate early years qualifications. A cook and domestic help are also employed. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled because staff work well with parents to ensure children's individual needs are met. Staff have an up-to-date knowledge of safeguarding and know how to protect children from harm. Children make suitable progress towards the early learning goals; systems for observation, assessment and planning are evolving and generally activities meet children's individual learning needs. Managers and staff have a good understanding of the priorities for improvement and have implemented an effective system to evaluate and reflect on the quality of provision.

## 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 making observations and assessments so they effectively identify what children can do in order to plan challenging experiences which meet each child's individual learning requirements
- develop links with all providers to ensure continuity of care, learning and development for all children
- provide low-level equipment so babies can pull up to a standing position to

help develop their physical development.

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

Robust recruitment procedures ensure staff who work with the children are safe and suitable to do so. Staff are suitably trained and know what action to take in the event of allegations of child abuse. New staff and students are made aware of policies through a rigorous induction procedure. Written risk assessments and daily checks ensure hazards are identified and minimised. Staff help children learn to keep themselves safe, for example, as they reinforce safety for going up and down the stairs. Required documentation is in place and a good range of policies and procedures are appropriately shared with parents.

The setting works well with parents to ensure children's individual needs are met. Settling-in visits give parents time to become familiar with the setting and enable children to feel safe and comfortable with their key person. Flexible sessions help to meet the needs of working parents. Parents are suitably informed of their children's learning and development through the use of the daily observation sheets and conversations with staff. Younger children have daily diaries to ensure parents are clear about their routines and activities. The setting is building suitable links with other providers such as some of the local nursery schools to promote continuity of care. However, these links are not fully developed with all providers. This does not ensure continuity of care, learning and development for all children. Although there are no children currently on roll with special educational needs and/or disabilities there are good systems in place to support them.

The manager and the owner demonstrate an enthusiasm for their work and are developing their ideas for the future. There is a commitment to professional development for staff so there are opportunities for staff to improve their knowledge and increase their qualifications. Managers and staff show a good understanding of the priorities for improvements and clear action plans are in place. Staff are deployed efficiently to ensure children are safe and well cared for. Resources are good, fit for purpose and support children's learning and development very well. There are a good range of resources and the setting celebrates a range of festivals to develop children's awareness of other cultures. The out of school room is well resourced, with toys, games and activities suitable for older children.

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage, which enables children to make satisfactory progress overall. Systems for observations and assessment are still in the development stage and planning is not yet fully personalised for the individual learning needs of the children. However, staff are working with the local authority advisors and other settings to hone their skills. In addition they know the children well, which ensures activities offer

sufficient challenge. Babies benefit from a bright and cheerful room, with ample space for crawling and exploration. They have access to a good range of toys to stimulate their interest, such as a variety of treasure baskets and natural materials. However, low-level equipment so babies can pull up to a standing position are not readily available, which does not fully promote babies' physical development.

All children have access to a wide range of interactive toys, which helps to develop children's understanding of everyday technology. They enjoy a range of craft activities using a variety of materials, such as tissue paper, boxes and glue. They develop their small muscles using dough and explore water, sand and paint. Older children's writing skills are well developed and they are positively encouraged to mark their artwork with their names. Children enjoy using real money in the role-play area and confidently count how many pennies they have. A fair range of books are available around the setting and children enjoy small group story times, joining in with the story and anticipating what happens during the 12 days of Christmas. Children show they are happy and confident in all areas and engage with adults readily. Older children in particular chatter willingly with adults and each other and show they are confident communicators. This coupled with their developing skills in technology and problem solving contributes to their future economic well-being. Children are well behaved and interested in their learning, as staff provide lots of positive praise and encouragement.

Children learn about the importance of healthy and nutritious food; a cook prepares all meals on the premises each day using plenty of fresh vegetables and fruit. Meals are interesting and varied and meet children's individual dietary needs. Children confidently serve their own meals and drinks and use real plates, cutlery and glasses. This helps to develop their independence and promotes their self-esteem. Hygiene in the setting is promoted well; staff follow rigorous cleaning routines so that resources and furniture are clean and safe. Children show a clear understanding of the importance of washing their hands prior to eating or after using the toilet because staff provide consistent guidance. Children are developing their understanding of dangers and how to keep themselves safe. For example, they regularly take part in fire evacuation drills and wear fluorescent jackets when on outings.

## 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>	3
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>	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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