

Lynton Childcare Ltd

Inspection report for early years provision

Unique reference number

EY257288

Inspection date

10/10/2011

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lynton Childcare Ltd opened in 2003. It operates within designated areas of residential semi-detached premises on the outskirts of Barwell in south west Leicestershire, serving the local community. The nursery is registered to provide full day care for 18 children under eight years and offers nursery education to funded three and four-year-olds. There are currently 30 children aged under eight on roll including six funded children. Eight school-aged children aged under 11 also attend before and after school and during the school holidays.

The setting opens from Monday to Friday throughout the year within the hours of 7.30am to 6pm. Children attend a variety of sessions. Children are based in three inter-connecting playrooms on the ground floor, with shared access to two further rooms. There is a large, enclosed rear garden for outdoor play. A cockatiel is kept on the premises as a pet. Including the proprietor, there are currently eight regular staff. Of these, six hold relevant early years qualifications at level 3, one at level 2 and one staff member has Early Years Professional Status. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Lynton Childcare Ltd offers a family atmosphere where children are valued, cared for and their needs are met. The nursery is an inclusive setting and all children are helped and supported to access the full range of activities and experiences. The partnerships with parents, carers and other providers and organisations are generally positive. Most record keeping is robust and updated regularly. The nursery has made significant improvement since the last inspection and is well placed due to effective and collaborative teamwork to improve further.

What steps need to be taken to improve provision further?

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

- records must be easily accessible and available for inspection by Ofsted (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register). 10/10/2011

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

- develop the partnerships within the community, including other providers of Early Years Foundation Stage, to benefit children's learning and development.

The effectiveness of leadership and management of the early years provision

Policies and documentation support safeguarding, with a comprehensive range of procedures to ensure staff are informed and know what to do if they have any concerns about a child. Staff are all suitably trained and there are good links with relevant agencies to ensure children's welfare is maintained. Most records are updated and easily accessible, and policies and procedures are reviewed and monitored systematically. However, evidence that all staff have undergone suitability checks were not available at the time of the inspection. This is a breach of the welfare requirements. Risk assessments are carried out regularly to ensure the premises are safe and secure.

There is a good team approach to managing the nursery, the expertise and experience of the staff is harnessed and used well to drive continuous development and ensure outcomes for children are positive. Monitoring of the provision is effective, planning of future developments is considered carefully in the interests of the children and the targets set for these are realistic. There is a shared vision, based on good teamwork.

Resourcing is good and there is a wide range of equipment which offers a variety of interesting activities for the children. Toys and other resources are used well, for example to provide creative opportunities. The environment is warm, welcoming and conducive to good learning in a relaxed and homely atmosphere. The nursery has an inclusive ethos and all children are involved in what is provided. Resources reflect the diversity of cultures and backgrounds within the nursery and these combine to provide positive outcomes for children and their learning and development. Staff know the children very well, there is a good level of respect for all individuals within the nursery and a personalised approach to children and their needs.

The nursery evaluates its work through a shared approach to and objective view of self-evaluation, which is an ongoing process. The proactive stance on improving the nursery means that major improvements have been made to develop the extensive outdoor area and gardens. The partnerships with outside agencies and other providers are established and positive, however there is no sense of complacency and there is a recognition that these could be strengthened particularly if children attend a variety of settings.

The partnership with parents and carers is good. Their views are sought, information shared and parents and carers are encouraged to be involved. Parents and carers indicate there is a positive exchange of views and they feel secure their children are being looked after and relationships are 'brilliant'. The relatively small setting means the staff know children well and parents and carers are consulted regularly, for example through questionnaires, and the 'travel diary' which is a highly effective means of keeping parents and carers informed about their children's development on a daily basis. This provides good two-way communication and these diaries are adapted accordingly to accommodate the age range within the nursery.

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

From when the children arrive in the nursery it is apparent that they enjoy being there and they are keen to get busy as soon as they can after breakfast. There is a homely atmosphere in this interesting environment, the children are chatty and are keen to share their ideas and experiences and explain what they are doing. They happily engage in conversations and those who are younger, make good eye contact, wave and smile as they go outdoors and demonstrate that they feel safe and secure. The quality of learning is good, children are active learners, they can work independently and all groups are included. A sense of belonging is evident and the children are active and energetic, particularly when outdoors and have the advantage of a large enclosed area with a variety of surfaces and challenging equipment to explore and develop their skills in climbing, balancing and jumping. The nursery has put considerable effort into providing these facilities and they are having a beneficial effect on giving children the opportunities to be active. The children enjoy the healthy options at snack time of fruit and rice cakes. They have a nutritious breakfast, such as cereal on arrival and lunch times are enjoyed by children when they can have a main course followed by yogurt. Water and milk are available and hygiene routines are adhered to well. The very youngest children show they are content, settled and enjoy the food provided and active games, such as moving to music.

Children participate and generally cooperate and respect others. They respond positively and those who find this more difficult at times are helped to manage their behaviour and share fairly. They are able to make choices, show they are confident and have good opportunities to take the initiative in their play. They have a good range of resources to explore, some of which reflect the diversity of cultures, for example when they play a variety of musical instruments. Children, including the youngest, show an awareness of how to take responsibility, for example by helping staff to clear away after lunch.

Basic skills are developing well. Several older children can use the computer confidently to print what they have achieved. The children are inquisitive and curious and they generally cooperate well together. Problem solving and awareness of the wider world is developing well especially outdoors, for example when building with plastic 'house' bricks. Very young children are keen to explore their environment and are interested in what they observe, for instance, the fruits and natural materials from the garden. Staff are caring and interact well with children as they play. They check on children's welfare, for example making sure the children wear coats and jackets before they venture outside on a windy morning. Children come from a range of backgrounds, they play harmoniously together and also have the confidence to play and develop their own ideas independently. Because their interests are fostered and developed by staff they are able to make their own choices and are therefore motivated and keen to get involved in a range of activities. The children's dispositions and demeanours show they feel settled in the nursery and very young children demonstrate this very well as they are quite happy to play impromptu games of 'peek a boo' with an adult.

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	2
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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	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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register section of the report (Records to be kept) 10/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register section of the report (Records to be kept). 10/10/2011