

Lymehurst Private Day Nursery

Inspection report for early years provision

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Inspector

Alec Smith

Setting address

181 Flixton Road, Flixton, Urmston, Manchester,
Lancashire, M41 5ED

Telephone number

0161 747 5834

Email

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.

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Description of the setting

Lymehurst Day Nursery is privately owned and was registered in 1992. The nursery operates from a detached Victorian house in Flixton, Trafford and serves the local area. The pre-school children occupy two rooms in the basement area, with younger babies in two rooms on the ground floor and children aged 18 months to three years old using three playrooms on the first floor. There is a secure outdoor play area. The nursery is open five days a week throughout the year from 7.30am until 6pm.

The nursery is registered to care for a maximum of 75 children under eight years. Currently, there are 73 children who attend. The nursery is in receipt of early education funding for three- and four-year-olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are 17 full-time and three part-time staff who work with the children. Over half the staff have level 3 early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle exceptionally well in the friendly and supportive family atmosphere of this nursery. Highly motivated staff use their first class knowledge of the Early Years Foundation Stage to plan a wealth of activities that supports all children to make excellent progress. All required documentation is organised to a very high standard and all policies are highly effective in practice to support excellent outcomes for children. Parent's views and opinions are really valued and used highly effectively by staff to ensure children's needs are met. There are fantastic links with local schools and children's centres to support transition, with scope to develop this further. First class self-evaluation processes are in place so that challenging targets are established.

What steps need to be taken to improve provision further?

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

- extending the support for helping children to settle at times of transition, for example, to school.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well protected and safeguarded as staff have an excellent understanding of local safeguarding procedures and receive regular training. There are detailed and robust policies in place and these are shared with parents on admission as part of a welcome pack. Staff go through a stringent recruitment process and rigorous checks are made of all staff. The management team ensures that staff are up-to-date with child protection procedures, as they monitor this closely and work in a strong partnership with the local authority.

Staff have a highly skilled understanding of the Early Years Foundation Stage and use this exceedingly well to ensure all groups of children are supported. The environment of the setting gives every child access to a vast and innovative range of resources and activities. This means that children are highly motivated to make their own choices and so make excellent progress. For example, in the baby room all resources are placed where babies can reach them, in open storage and they explore their own ideas. Staff's professional development is given the utmost priority to have an outstanding impact on outcomes for children.

All staff are fully involved in the self-evaluation process and are highly motivated to bring about sustained improvement to the provision. They have met and exceeded the recommendation from the previous inspection, ensuring that meticulous risk assessments are in place and are regularly reviewed by not only staff, but also children. They use Ofsted self-evaluation form and other quality assurance processes to set themselves highly ambitious targets. For example, they have developed action plans to build further on the inclusive practice they already offer and have developed an innovative sensory room which is used by other groups.

The setting forms excellent relationships with parents. For example, they run workshops for parents based on themes, such as reading, so they can support children at home. There are first class systems in place to keep parents informed about children's progress, such as communication books and regular one-to-one meetings. This means that children's individual needs are given the utmost priority. Parent's views are sort through regular surveys and are asked to contribute to children's learning journeys. This means that their views are valued and acted upon rapidly. The setting has excellent links with other professionals and a close strong working relationship with the local children's centre. The setting are enthusiastic in making close links with schools to aid transition, though there is scope to develop this further.

The setting provides outstanding support for children who have special education needs and/or disabilities. For example, they work closely with the area Special Educational Needs Coordinator and parents to develop Individual Education Plans. This means that all groups of children make excellent progress. Staff work continuously towards making sure that they are inclusive. They have achieved a local authority inclusion stamp and use this to set themselves further targets and action plans to improve their provision.

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

Children are extremely confident and self-assured in the setting and feel very safe and secure. This is because staff place the highest priority on developing relationships with children and their families. Children have an excellent understanding of safety rules because of the innovative use of risk assessment checks that children complete with staff each day. This gives them a superb understanding of possible risks and the rules of the setting. Children learn how to use equipment safely outside and manage risk appropriately. For example, when children are digging for worms they remind each other to be careful with the spades and not to get the soil in their eyes. Parents also have opportunities to learn about safe practices through workshops, such as first aid and home safety. This means that they are supporting children and families to stay safe outside the setting.

Children have excellent opportunities to learn about healthy lifestyles. They have their own grown area and greenhouse and grow a variety of herbs and vegetables, such as tomatoes and chillies. They harvest these themselves and they are then used for their snack and for meals cooked in the setting. This gives them fantastic opportunities to make healthy food choices and to learn where their food comes from. Children of all ages develop excellent physical skills on the wide variety of play equipment in the well-developed outside area. They have innovative experiences, such as an outdoor sand den where they can play in a covered sand pit.

Children make rapid progress towards the early learning goals because staff complete exceptional observations and are linked into very well-organised planning. This information is used to track children's progress to ensure that progress is maximised and every child's and groups of children's needs are met. For example, boys are encouraged to develop their writing skills through innovative activities, such as mark making in shaving foam and on large sheets of paper linked to dance. Children make excellent progress in their reading skills, as staff provide a variety of activities to use books and encourage parents to tell stories using more than books. At circle time in small groups they read stories and describe the frogs that they can see in the pictures, with children joining in repeated refrains. Children's mathematical skills are developed through a vast range of mathematical resources and activities, as well as in their everyday play. They take part in water relays outside, counting how many buckets are needed to fill a container and using mathematical words to describe how full it is. Children have a number of exciting technological resources to help them develop skills for the future. They use computers in each room to write their names and draw pictures, as well as an inspiring projected screen on each floor that the children interact with.

Children take an active role in choosing and setting up activities. When painting, they mix their own powder paints to make the colours they choose, with little support from adults. This means they are free to explore their own ideas and to

develop a number of concepts for themselves. Children learn about their own and different cultures through a vast range of activities and resources. For Chinese New Year, children visited Chinatown, tasted a selection of foods and created their own dragons.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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