

Lynwood Ashtree Day Nursery

Inspection report for early years provision

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Inspection date

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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.

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Description of the setting

Lynwood Ashtree Day Nursery has been registered since May 2003. It is situated in a residential area on the outskirts of the town centre of Barrow. It serves the local community and surrounding areas. Facilities within the detached property are all situated on the ground and first floors. They comprise of a pre-school room, wet room, baby room, sleep room, quiet room, staff and children's toilets and three rooms used for babies on the first floor. There are two separate outdoor play areas, one an activity garden and one for babies and toddlers.

The nursery is registered to provide care for 55 children under the age of eight years. Of these, not more than 55 may be in the early years age group and of these, not more than 22 may be under two years at any one time. There are currently 97 children attending, all of whom, are within the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The proprietors jointly manage the provision, both are qualified teachers. There are five full-time and twelve part-time members of staff. All staff have a relevant childcare qualification, most are qualified to level three. The nursery is open from 8am until 5.30pm each day for 51 weeks of the year.

Support is gained from the Early Years Childcare and Development Partnership, courses are attended by the registered providers and staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent relationships between adults and children are a key strength and are significant in children's ability to settle well and gain confidence. Children are safe and secure, enjoy their time in the nursery, learning about the world around them, with sensitive support from staff. They make good progress in their learning as a result of effective observation and assessment procedures, however it is not always clear how decisions are made about children's progress. Regular self-evaluation by the managers and staff makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to gain confidence in representing their own ideas through creative activities
- further develop assessment procedures by analysing and reviewing all observations to make informed decisions about children's progress to meet

their development and learning needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because adults are suitable to work with children and demonstrate a high commitment to promoting their safety. Effective recruitment and vetting procedures are in place and clear policies and procedures are embedded with their practice. There is a designated person and all staff are aware of their responsibility to keep children safe. Children display a very good awareness of safety as staff make effective use of up-to-date risk assessments to support them in ensuring the indoor and outdoor areas used by children are safe and secure at all times.

The nursery employs a practitioner with early years professional status who is effectively deployed in the nursery. She successfully shares her detailed knowledge and expertise with managers and staff and as a result staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. Children achieve well as a result of attending the nursery, this is because the environment is highly stimulating and good quality resources are accessible to them. The manager is taking well-considered steps to ensure resources and the environment are fully sustainable. For example, parents contribute resources for use in the nursery in response to requests from staff.

Ambition and drive is effectively communicated by managers and they secure improvement well. Clear expectations and plans for the future are in place which aim to bring about further improvement to the provision and outcomes for children. Self-evaluation involves all staff and considers views of parents and children and provides an accurate diagnosis of the strengths and weaknesses of the nursery. As a result staff are focussed on helping all children to make good progress in their learning and development and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can.

The nursery is committed to working in partnership with external agencies and services to ensure children get the support they need. Communication takes place between providers supporting individual children on a regular basis to ensure information is regularly shared and used to promote children's achievement and well-being. For example, the nursery operates a 'walking bus' to take children to and from the local school and staff effectively share information regarding children's welfare and learning and development. Highly positive relationships with parents and carers are well-established which ensures each child's needs are met. Parents describe how happy they are with the nursery and talk about how they recommend the provision to others. There is a vast display of wooden plaques in the entrance hall presented by parents and children when they leave which illustrates the enjoyable time they have had at nursery.

Equality and diversity is well established as managers and staff have a good knowledge of each child's background and needs and monitor the progress and

development of children attending the nursery. Staff identify a child's need for additional support as early as possible and work with interagency teams to ensure that each child gets the support they need. For example, staff work closely with speech therapists and integrate activities into everyday practice.

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

Children are making good progress towards the early learning goals. This is because assessment through high quality observations is rigorous. Children have individual learning journals which include observations and photographs. Parents are encouraged to contribute towards this process which provides a full picture of a child's learning and development. Overall systems for observation, assessment and planning are implemented effectively, however, some observations are not analysed against the Early Years Foundation Stage. This means it is not always clear how decisions are made about children's progress. Children have access to a good range of resources in the indoor and outdoor environment which allows them to make choices and become independent learners. They develop literacy skills as they listen to stories and join in with repetitive words and phrases and talk enthusiastically about their halloween costumes with their friends. Babies and toddlers' early attempts at communication are encouraged by staff who respond sensitively to them with lots of eye contact, repetition and praise. For example, children say "more" when staff are covering their hands in jelly and "bye bye" when adults leave the room. Good levels of challenge appropriate to children's age and stage of development are developed as staff play shape games with children. As a result children can confidently name shapes, such as, rectangles, squares and diamonds and are able to use language to describe their properties. Children's creativity is developed as they access a wide range of paints, chinks and markers in the indoor and outdoor areas, however, occasionally children are presented with images prepared by adults which limits opportunities for children to express and communicate their own ideas. Managers and staff are passionate about the quality of children's learning outdoors and have taken steps to look into the possibility of extending the provision to maximise opportunities. As a result children go out in all weathers, experience the elements first hand and explore with natural resources.

Children's behaviour is exemplary and they show an excellent awareness of responsibility within the nursery. This is because staff provide excellent role models and children are praised for their achievements and manners. Children are confident, settle well and develop excellent relationships at every level with adults and their peers. Children receive an enthusiastic welcome at the door by staff which helps them develop a sense of belonging to the nursery and supports separation from parents and carers. As a result parents are happy to leave their children and look forward to picking them up and sharing the experiences they have had.

Children's understanding of safety is demonstrated through their play. For example, they call out "excuse me" before riding their wheeled toys down the slope in the outdoor area. Fire safety procedures are in place and children take part in regular fire drill practises. As a result children recognise and confidently talk

about dangers and how to keep themselves safe.

Staff encourage children to eat a range of foods which helps them to understand the importance of healthy eating. They have free access to fresh food and drinking water throughout the day and effectively share these with their peers. Individual dietary needs are met and managers listen to and consider the views of parents when selecting meals for the weekly menus. Children adopt good personal hygiene routines as they wash their hands after visiting the toilet and before eating.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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