

Lanefields Day Nursery

Inspection report for early years provision

Unique reference number	311393
Inspection date	22/11/2011
Inspector	Jackie Phillips
Setting address	28 Smithy Lane, Skelmanthorpe, Huddersfield, West Yorkshire, HD8 9DE
Telephone number	01484 862695
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*.

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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

Lanefields Day Nursery registered in 1996. It is a privately owned setting and part of a limited company. The nursery is located in Skelmanthorpe, Huddersfield and serves the local community and surrounding area. It is registered on the Early Years Register and both parts of the Childcare Register. There are four main play areas, two kitchens, two offices, a staff room and toilets for children and adults. There are also three enclosed outdoor play areas.

The setting is open Monday to Friday, all year round from 7.30am until 6.00pm. Care may be provided for a maximum of 58 children under the age of eight years at any one time. Of these, 18 children may be under the age of two. There are currently 106 children on roll, of these, 91 are in the early years age range. Children attend for a variety of sessions. The nursery also provides wrap-around care for children who attend local nursery schools and reception classes. Children with special educational needs and/or disabilities, are welcomed and supported.

There are 24 staff members working with the children and all hold recognised early years qualifications. One member of staff is currently working towards achieving Early Years Professional Status (EYPS). The nursery was awarded the National Day Nursery Association (NDNA) Quality Counts award in 2008. It is a member of the Private National Day Nursery association, (NDNA) and the Kirklees Childcare Affiliation Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make significant gains in their learning based on staff having a secure knowledge and understanding of the uniqueness of each child. The exceptional organisation of the lively setting and exciting programme for learning, meets the needs of all children extremely well. Major aspects to keep children safe, healthy and well protected are robust. Adults are highly committed to working in partnership with parents and others in the wider context, recognising the positive impact this makes to children's achievements and well-being. The team are very ambitious and driven towards continual improvement and further development.

What steps need to be taken to improve provision further?

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

- ensure systems to enable children to adopt a secure understanding of effective hygiene practises are consistently applied.

The effectiveness of leadership and management of the early years provision

All adults who work with the children are suitable to do so because they have been appropriately checked. They keep children well and safe because they access first aid and safeguarding training. The staffs responsibility to protect children is shared with parents, through discussion and written documentation. Safeguarding is often raised as a topic for all adults to remain focussed, updated and informed. For example, the settings safeguarding procedures are displayed to remind parents and staff take part in a quiz at team meetings, to keep them informed and recall important details pertinent to the setting. Comprehensive risk assessments are used to identify potential hazards and include regular visual checks of the premises. Tap water for hand washing in one of the children's bathrooms was, however, quite hot on the day of the inspection, particularly when it had been running for some time. Improvement plans to this particular bathroom and the property's hot water and heating system, are in hand.

The staffing structure of the nursery is a strength of the setting. Management value the staff team and provide excellent systems of support from recruitment to retention. This includes processes for managing the performance of staff and their professional development. For example, supporting those employees with limited experience, to those who are very skilled and wishing to work towards obtaining a qualification at a higher level. Staff have access to regular meetings, training and individual appraisals and each member has a designate role of responsibility. Managers have high expectations and set high standards. Recommendations raised at the last inspection have been successfully addressed, particularly improving learning outcomes for children. A whole team approach with excellent input from parents, partners and children, contributes successfully to well managed systems of self-reflection. Future plans for the provision are extremely well targeted based on high aspirations for sustained quality, through improvement, commitment and determination.

Partnership working is successful, highly valued and very well established. Robust relationships with parents and others delivering the Early Years Foundation Stage, effectively promotes children's learning, development and welfare. Parents are kept very well informed and updated. Their suggestions, comments and opinions of the service provided are valued and respected. Successful channels of communication, with a varied range of professional partners, is a strong contributor towards children's achievements and well-being. The setting is recognised within the local community as a provider of high quality care and education for children and as a model for good practise. For example, there is a strong partnership in place with the Children's Centre, where staff provide 'stay and play' sessions for parents and their children. Transition arrangements for children within the setting and when they leave to attend school, are highly successful.

The planned programme for learning is expertly guided by secure systems of high quality observations and rigorous assessments of children's development. Effective systems for tracking progress and identifying the individual learning needs of

children are well established. Teaching is rooted in expert knowledge and understanding of how all children learn. This includes those who require additional or individual support. Records are stored in children's individual profiles along with photographs and examples of work. This develops into a valuable account of each child's learning journey whilst at the setting for their parents to treasure. Furniture, equipment and resources are of a high quality and suitable for the ages of children to effectively support their learning and development. Space is used extremely well, including highly effective outdoor areas.

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

The environment for children is extremely welcoming. It is safe, secure and clearly well suited to its purpose. Attractive wall displays, photographs, pictures, posters and defined areas, makes it conducive to learning. Toys and resources are well organised, enabling babies and children to make informed choices and decisions. For example, labelled storage containers and low level shelving, makes it easy for children to find what they are looking for. This also helps them when they take responsibility to tidy up during the session. Children have free-flow access to wonderful outdoor areas. Soft surface, ground covering, artificial grass and a supply of wellington boots and cover-ups, means children can go outside during all weathers. The diverse range of toys and equipment successfully supports their progress particularly imagination, role play and physical development. For example, they navigate wheelbarrows along the wavy path wearing hard hats and high visibility jackets, in amongst the construction materials and play with concrete mixers and bicycles. They use the super play house, climb the slides or use a range of tools and equipment, such as, mark making resources to design, draw and plan their ideas. They grow flowers and harvest fresh produce, such as, vegetables including, parsnips and potatoes which are later roasted to taste the fruits of their labour. Aspects of recycling have been introduced but is an area for expansion. Babies have a secure designated area in which to play and plans are in place to develop this further in the near future.

A diverse range of interesting activities and meaningful experiences, help children make sense of their place in society and the wider world. For example, they go on walks to places of interest within their community, such as, to the farm, shops or park for a nature trail. They celebrate a varied range of festivals throughout the year that include Christmas, Valentine's Day, Mothers Day, Diwali, Chinese New Year and Eid. They have the opportunity to taste a range of authentic food, such as, Chinese noodles or Indian chapattis, chutneys and popadoms. Visitors attend the setting to socialise and meet with the children, including teachers from the nursery and school and adults with horses and a tractor, for children to see at close hand. Special activities are organised that include children participating in national fund raising events or contributing to the local Scarecrow festival. Planned topics include watching 12 chicks incubate and hatch and playing host when they visit later on showing the children how they have grown. The themed Cirque du Pre-school enables children to turn their play room into a circus tent. They learn a number of new skills, such as, walking the tightrope placed on the floor, spinning hoops, balancing on stilts and making popcorn. A special clown visitor entertains

them by demonstrating a range of magic tricks.

Children use a host of equipment that helps them develop early skills associated with everyday information and communication technology. This includes a superb, wall mounted interactive whiteboard. The youngest children use toys with buttons to press and knobs to turn, for example, an interactive telephone. Children show sustained levels of perseverance and concentration as they solve puzzles, link pieces of wooden train track together and use sponge pads to paint and make snowflakes for the Christmas display. The effective key worker system helps children develop close attachments to adults, although, they form warm relationships with all members of staff and their peers. This helps them feel safe and secure. Their health and wellbeing is greatly enhanced by the range of well balanced and nutritious meals and snacks. Standards within the setting for food safety and hygiene have been recognised by the local authority by gaining high accolades. Children enjoy their food and older ones are confident to serve themselves. They understand to wash their hands before eating and in the main routines for staff to oversee this are carried out effectively. On the day of the inspection, in one particular area, some children's nasal hygiene was not well supported, although, adults were routinely observed to wash their hands following wiping a child's nose. A relaxing sleep room is provided for babies and they are placed in the recommended position to provide good ventilation and restrict movement around the cot to keep them safe. Children hear a range of different music and songs as they play, supporting language skills and number recognition. For example, they listen to traditional nursery rhymes, counting and action songs and classical music. They sing with enthusiasm or enjoy using the coloured ribbons and pieces of soft fabric as they move their bodies in different ways to the sounds they hear. Adults are about to re-introduce children to sign language to enhance communication skills further.

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

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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	2
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

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