

# Lullabies

Inspection report for early years provision

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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*.

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## Description of the setting

Lullabies is privately owned. It opened in 2011 and operates from a unit situated in the grounds of Palmarsh Primary School, in Hythe, Kent. There are two rooms available for children and a staff room, kitchen and meeting room. There is an outside play area available to the nursery, and there is car parking and access for those with disabilities to the single storey building.

A maximum of 19 children aged under three years may attend the nursery at any one time. This provision is registered on the Early Years Register. The nursery is open each weekday from 8.00am to 6.00pm, for most of the year. A total of seven children currently attend, on a part time basis. No children receive funded education at present.

There are six staff. Two apprentices are completing National Vocational Qualifications at level 2; two staff have qualifications at level 3, one staff is completing a qualification at level 3 and the owner/manager has an early years degree. Staff from the nursery next door which caters for children over two years are all checked by the setting so that they can provide supplementary staff at any time.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the nursery and receive warm and affectionate care that meets and reflects their individual needs. The uniqueness of each child is valued and respected by the staff who are committed to meeting the welfare and educational needs of all who attend. Children make good progress in their learning and development overall, through the varied, age-appropriate and interesting activities that are generally well-planned and resourced by staff. Staff form a strong partnership with parents which focuses on children's educational progress and ensures their individual welfare needs are met. Partnerships with other professionals involved in children's development are excellent. The staff constantly review and reflect on their practice and have prioritised plans for improvement in areas which they feel will enhance children's experiences.

## What steps need to be taken to improve provision further?

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

- provide posters, pictures and other resources on display to show the setting's positive attitude to disability, and to ethnic, cultural and social diversity
- analyse the observations to help plan the next steps for individuals and groups of children.

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

The leadership and management of the nursery is strong. There are clear and informative policies, procedures and systems for documenting and recording information. Staff all receive training in child protection and there is an experienced designated child protection officer. Staff recruitment and cover arrangements are robust. There are good systems in place for assessing risks and monitoring any hazards inside or outside the nursery. All apprentices, staff and volunteers are vetted and safeguarding procedures are covered at induction. Parents are informed of the nursery's policy documents through the prospectus. Staff deployment is organised to prioritise the needs of the children and there is a good ratio of staff to children.

The owner and staff team consider the quality of the service received by families and review the way the environment and resources are used. Plans focus currently around the development of the outside area. Resources are deployed effectively, ensuring that babies and children can easily access a wide range of suitable and interesting toys and activities. These keep them engaged in challenging play throughout their time in the nursery. The range is of good quality, well maintained and suitable for the ages and stages of the children who play with them. They include some toys and resources providing positive images that promote equality and diversity although none reflect disability.

The nursery has made very good use of the support networks available in Kent. The nursery makes excellent use of various child care professionals in order to support the individual needs of children and their families. Staff undertake extensive training to ensure that they meet all children's needs and make good use of care plans and individual information. The nursery has developed an excellent variety of positive partnerships with local agencies in the community, such as the Church and adjoining nursery. Staff make very good use of local authority support agencies that assist them in developing effective provision. They are regularly visited by support workers and effectively use their input to try new ways of working and enhance the services that they provide.

Staff have effective systems in place to exchange information with parents about children's routines and welfare, as well as their educational development. There are daily records of children's experiences and routines at the nursery sent home every day, such as details of what children have eaten and their achievements. There is a system for sharing learning records periodically with parents, who then make contributions to these. Parents and family members clearly feel very welcome, coming into the kitchen to say 'good bye' to staff who are not in the nursery room. This results in a valued partnership which enhances the care that children experience in the nursery.

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

Staff help babies and toddlers to feel settled and they successfully provide a homely environment for them. Parents are welcome to stay and spend time with their children in the nursery, sharing information with staff to enable their child to feel safe and secure. The children gain confidence from the support and close relationships that they develop with their key workers.

Staff make observations of children's development and progress across all areas of learning well. Staff use individual record books and keep photographs to support their observations. Children clearly make good progress and significant milestones are achieved. Staff know the individual progress and interests of each child well and support their progress by providing a good range of experiences that are highly appropriate to their development.

Children show a very good understanding of the rules and boundaries; for example, when a child takes a toy from another child, he responds by giving the child his bottle when the toy is returned. This shows a clear understanding of acceptable behaviour and children receive praise for this. Staff deal with the children sensitively, calmly and with kindness which encourages children to practise what they are learning in a harmonious and calm atmosphere.

Adults support children at snack time and mealtimes by sitting with them and talking about the freshly cooked meals. Children eat well and feed themselves competently using appropriate cutlery. Staff take care with children's personal hygiene routines and children learn about the importance of hand washing. When children express needs such as hunger or being tired, these are recognised and responded to promptly by staff. As a result, children are gaining control of when they are fed and understand that their actions create a response in others. Children learn how to keep themselves safe through their involvement in evacuations and as staff encourage them to sit at small tables when playing with some toys and to use others on the floor.

Staff support children in their play, extending their learning with the small world play, for example. Children enjoy music and enthusiastically move to the rhythms of some music. They take full advantage of outdoor play opportunities, for example, they go to feed the ducks locally and enjoy going outside to the play area where they refine their physical skills by riding on bikes and using the sit and ride toys inside. Children have regular opportunities to meet and see other children and to visit them in the school environment. This supports their transition to nursery and school with ease.

Children are developing good communication skills and consistently practice newly acquired language. For example, children confidently attempt to say the names of their key person and enjoy repeating these as staff clap when they say newly learnt words. Children enjoy repeating their actions to consolidate what they know and staff introduce activities at a pace that suits each individual child's personality and stage of learning. They have opportunities to experience early technology,

using toys which make noises or cause changes through the pushing of buttons. Children are encouraged to become inquisitive and to explore their environment, choosing from a variety of appealing toys and resources.

## 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>	2
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>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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