

# Lynwood Day Nursery

Inspection report for early years provision

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313084

**Inspection date**

06/02/2012

**Inspector**

Rachel Deputy

**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 Day Nursery was registered in 1991. It is owned and managed by a private provider and operates from a large semi-detached house in Prescott, Knowsley. The children are cared for in two age groups and use three rooms on the ground floor for their care, play and learning. They all share access to a large, fully enclosed outdoor play area.

The nursery is open Monday to Friday all year round from 8am to 5.30pm with the exception of public holidays. Children are able to attend for a variety of days and sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children may attend at any one time, of whom six may be under two years. There are currently 21 children on roll, six of whom are under two years.

The nursery employs four members of childcare staff, including the manager, two of whom hold appropriate early years qualifications. It receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a welcoming and stimulating environment where their individual needs are supported. Staff know the children well, which ensures that children are happy, have positive experiences and are well cared for. The quality and effectiveness of the outdoor area is a key strength, which ensures that children develop positive attitudes towards exercise. Children's independence is promoted extremely well and they take ownership of their environment and their well-being. This means that staff are helping children to build skills for the future. Documentation to promote the safe and effective management of the setting is mostly in place.

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

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

- ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis, and a record is maintained of these particular aspects and when and by whom they have been checked (Documentation).
- 19/02/2012

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

- identify children's starting points and strengthen the links between planning and assessment systems to clearly show how their individual next steps are to be planned for to offer sufficient challenge and maximise their learning.

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

In most respects children are safeguarded and well protected in the setting because the manager is dedicated in her role and places strong emphasis on protecting children and ensuring their safety. Staff have a good understanding of child protection and know what to do should they have concerns about the children in their care. Staff are appropriately vetted and are safe and suitable to work with young children. This helps to effectively safeguard children. Most policies and procedures required to promote the safe and effective management of the setting are in place; for example, fire evacuation procedures are regularly practised. All staff are trained in first aid, which enables them to appropriately protect children's health in an emergency.

Comprehensive written risk assessments accurately identify risks and highly effective control measures are in place. However, a record of aspects of the environment that need to be checked on a regular basis is not maintained which is a breach of the welfare requirements. This does not have detrimental impact on the safety of the children because the staff team carry out visual checks daily. The manager has also implemented an effective system of reviewing accidents to identify any possible links between accident records and the environment. As a result, children are able to move around the setting safely.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is stimulating, well organised and accessible to children. For example, equipment and toys are stored at the children's level so they are able to access them independently. This means that children are able to thrive and make good progress in their development. The manager and her staff team are very aware of their strengths and weaknesses. They continually look for ways to improve the setting for the children and set ambitious and appropriate targets. The manager has addressed previous actions and recommendations promptly and effectively. For example, she has revised and annually reviews the setting's inclusion policy, which means that all children's individual needs are met.

The setting forms close working relationships with parents and carers. Staff encourage parents to make suggestions and become involved with the day-to-day life of the setting through questionnaires. Parents are regularly invited into the setting to meet with their child's key person and review their progress. Parents express their delight with the setting, meaning that parents' wishes and children's individual needs are effectively met. Relationships with other provisions and professionals involved with the children are becoming established. These contribute well to supporting children's welfare and learning.

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

Children gain a good understanding of personal safety as they practise the fire evacuation procedure on a regular basis. Children show a great deal of self-confidence in the setting, demonstrating that they feel safe and secure in their environment. They move around freely, happily chatting to the inspector about what they are doing. Staff form strong relationships with children, which means they are able to seek comfort and assistance when they need it. They are confident to express themselves because the staff provide positive models of language use. For example, staff introduce puppets that have different facial expressions and talk to the children about feelings. This encourages children to express themselves and develop empathy. Children choose from a broad range of resources that are easily accessible in their play areas.

All children have innovative opportunities to engage in a wide range of physical activities, both inside and outside. Inside, the children enjoy fitness sessions. They show great delight in putting on their exercise clothing and checking their heartbeats before they start. All children follow instructions extremely well and show great skill and coordination. The outdoor learning environment is exemplary and children thrive as they play in this well-planned and beautifully resourced area. Children take ownership of their well-being because staff provide prompt cards which help children to dress themselves appropriately for the weather. They put on wet suits and pick up their water cups. Staff support children outside as they use large equipment, such as slides and bikes, to develop their physical skills. Children show an exceptional understanding of the importance of following good hygiene routines. They know to wash their hands before mealtimes and after visiting the toilet. Children show an excellent understanding of healthy eating and make healthy choices at snack and meal times. They enthusiastically brush their teeth after eating because the setting promotes oral hygiene successfully.

The staff use observations to inform planning. However, they do not formally identify children's starting points. Adults interact with the children well. They encourage the children to think critically and make good use of spontaneous learning opportunities. For example, a child discovers ice in the garden and a member of staff skilfully engages them in conversation, encouraging them to think about what is inside that might keep the ice frozen. This means that children are becoming strong communicators and are developing their problem-solving skills, because the staff challenge their thinking. Children have access to a wide range of programmable toys, such as a touch screen computer and a digital camera. Children use these skilfully and access them independently, showing an emerging understanding of technology. Children play number games and count how old they are on their fingers, helping them to develop their numeracy skills.

All children behave well in the setting because the staff give clear explanations and set appropriate boundaries. They provide excellent opportunities for children to learn about the wider world through the sharing of festivals and resources that reflect difference and diversity, such as displayed posters and photographs. Cultural resources are integrated into the environment extremely well. As a result,

children are developing a respect for themselves and others and are learning about other cultures and beliefs.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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