

The Lanes Day Nursery

Inspection report for early years provision

Unique reference number	206270
Inspection date	19/09/2011
Inspector	Janice Hughes

Setting address	155 High Lane Central, West Hallam, Ilkeston, Derbyshire, DE7 6HU
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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

The Lanes Day Nursery opened in 1994. It operates from two floors in converted premises in the village of West Hallam, Derbyshire. There is a secure enclosed outdoor play area. The day nursery serves the local area and surrounding villages. The setting opens five days a week all year. Sessions are from 7.45am until 6pm.

The Lanes Day Nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 65 children from 11 months to four years four months on roll. The setting receives funding for nursery education. The setting currently supports a number of children with special educational needs and/or disabilities.

The setting employs 11 full-time and two part-time staff who work with the children. All staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority and is a member of the Private Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this welcoming and inclusive setting. The vibrant and stimulating environment is easily accessible by the children. Excellent working relationships with parents and other professionals ensure children are given the help they need. Staff are aware of children's interests and capabilities, however, they do not always show children's learning priorities. There are good procedures to keep children safe, but these are sometimes not recorded. The setting has a strong capacity to improve because staff reflect on their practice.

What steps need to be taken to improve provision further?

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

- link the indoor and outdoor environments, where possible, so that children can move freely
- improve the use of observations and assessments to identify learning priorities and plan activities.

The effectiveness of leadership and management of the early years provision

The management and staff work very well together to provide a warm, inclusive and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Effective vetting and induction systems are in place to ensure all staff working with children are suitable

to do so. Risk assessments are carried out for all areas used by children, and for activities and any outings they undertake. Good procedures for the administration of medication protect children's welfare when they are ill. Accident and incident procedures are well managed, ensuring children's safe care at all times. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. The manager has recently completed the Ofsted self-monitoring form and has put in place an action plan for improvements to the nursery. One of these improvements was to reorganise the outdoor environment, which has been successfully accomplished. The management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Parents are provided with good quality information about the early years provision. Useful information is obtained from parents on entry and is effectively used by key workers to plan and provide care and learning that meets children's individual needs. Good and effective systems are in place to include parents in children's learning and development, such as their children's learning journey records. Daily diaries and discussion with key workers successfully promote continuity of care. Links are established with other services and professionals. Staff liaise closely with the local authority early years advisory service and local schools to effectively support children with learning difficulties and ease children's transition to school.

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

Generally good quality individualised planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. Children are progressing well, overall, towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. For example, the children talk to staff about the treasure chest of books, and adults ask children about their favourite book. Children regularly make choices about their play, and staff ensure that the environment is stimulating and attractive to all children so that they can learn independently. Most resources are placed at a level where children can help themselves and make decisions about their play. Furniture and resources are well organised to help create an accessible environment. However, access to the outdoor area is restricted to set times, and this limits children's choice of where they play.

Younger children move around their room independently, using furniture to pull themselves up. Staff interact with children very positively, cuddling, smiling and mirroring young babies' vocalisations. Babies are given time and encouragement to use all their senses to investigate creatively as they feel paint with their hands and

feet. They become fascinated by the sounds made when buttons are pushed to make music. There is a good balance between adult-led activities and free play. Staff observe and monitor children's achievements and plan experiences that help children's in the main progress towards the early learning goals. Staff are able to identify most learning priorities for each child but do not always use them to plan activities. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They enjoy stories and celebrate festivals and find out about different countries. For example, they learned about the Chinese New Year, when they produced a dragon dance, tasted noodles and tried to use chopsticks.

Opportunities for children to learn about a healthy lifestyle are excellent. Through discussions, topics and social interaction with staff during meal times, children develop a secure understanding of the importance of being healthy. Children are provided with a healthy, balanced diet that meets with their individual requirements. Children's healthy lifestyle is fostered very effectively through daily access to the outdoor play area, where they like to use the climbing and balancing equipment, throw and catch the balls and run around in the fresh air. They grow vegetables, such as peppers, potatoes and tomatoes, and make a healthy salad to eat for tea. Children use the outdoor environment effectively to enhance their learning. For example, the younger children go on a leaf hunt and use the leaves they find to create hedgehogs. They are independent and know to wash their hands before eating and after visiting the toilet. The nursery has good procedures in place to prevent cross-infection, which protect the children well. Children learn about safety through routines, discussions and purposeful activities, such as learning about people who help us and road safety.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. For example, they enjoy repeating nursery rhymes and songs, such as, 'Round and Round the Garden' and 'Humpty Dumpty'. They enjoy books, choosing them independently, and listening to and joining in stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, they discuss and recognise their names and then independently use them in the writing area with confidence. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting, through a range of interesting games, songs, and everyday activities. Children know about the uses of everyday technology and most children learn how to operate wind-up toys and computer equipment. Older children learn effectively how things change; for example, they experiment with dry sand and water and watch the sand go hard and heavy. These opportunities help to successfully develop children's future skills. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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	2
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