

# Lyndene Nursery and Out of School Care

Inspection report for early years provision

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<b>Unique reference number</b>	EY283756
<b>Inspection date</b>	13/03/2012
<b>Inspector</b>	Jean Thomas
<b>Setting address</b>	14 Elmsley Road, Liverpool, Merseyside, L18 8BB
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<b>Email</b>	
<b>Type of setting</b>	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

Lyndene Day Nursery opened in 2004. It is one of a seven nurseries owned by 'Busy Nought to Fives Nursery Limited'. The nursery and out of school care operates from a three storey residence in the Mossley Hill district of Liverpool. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 7.30 until 6pm all year round except for bank holidays. A maximum of 82 children may attend the nursery and out of school care at any one time. There are currently 77 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of child care staff all of whom hold appropriate early years qualifications at level 3 and level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this caring and inclusive nursery. Staff plan to support children's progress towards the early learning goals, although learning assessments are not consistently used to best effect. Excellent partnerships with parents are a key strength in ensuring the needs of all children are met. Overall staff safeguard and promote the welfare of children. The systems to ensure continuous improvement are effective, which promotes positive outcomes for children.

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

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(also applies to the compulsory part of the Childcare Register). 27/03/2012

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

- make effective use of tracking systems to prioritise and identify sufficiently

- challenging next steps in children's learning and development
- develop links with other providers delivering the Early Years Foundation Stage to promote continuity and progression for children attending the nursery.

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

Children are safeguarded at the nursery. The staff team undertake additional safeguarding training and have a good knowledge of the procedures to follow to protect children from harm. Robust procedures are in place to employ suitable persons to work with children and to ensure their ongoing suitability. Risk assessments are in place for the premises and outings to minimise hazards to children. Regulatory documentation is maintained for the safe and effective management of the provision. This is with the exception of an occasion when medicine was administered without written permission from parents.

The provider and staff team are focused on improving opportunities and outcomes for children. The nursery kitchen has been awarded the highest European accreditation for food processing and handling. The qualified team of staff have ongoing opportunities to continue their personal development to ensure knowledge and skills are kept up-to-date. Systems are in place to evaluate and reflect on practice to identify areas for improvement, including the use of the Early Year Quality Improvement Support Programme and seeking parents' views. The recommendations from the previous inspection have been fully addressed. The implementation of the Early Years Foundation Stage has addressed the recommendations relating to learning environments, the balance of adult involvement in activities to sustain children's interest and parent's involvement in their child's learning. Since the last inspection changes have been made to the outdoor play area to provide an exciting and well-resourced environment to promote children's desire to experiment, explore and enjoy being physically active. This significantly contributes to meeting the recommendation regarding promoting a healthy life style. As recommended, systems are in place to gather information from parents, when a child first starts at the setting, to assist key persons in planning for their individual needs. Security systems are now fully operational to ensure unauthorised persons do not enter the premises and children cannot leave unsupervised.

The nursery is a welcoming place for all children and families. Staff are committed to promoting equality of opportunity and inclusive practice. Children learn about the diversity of society and the wider world through planned activities, discussions and appropriate resources. Staff seek guidance from parents to support those children who are bilingual or speak English as an additional language, and this includes gaining key words. Staff work closely with other professional agencies to support children with specific learning needs and/or disabilities. However, systems for supporting continuity and progression through working in partnership with the other settings children may attend have not yet been implemented. Transitional procedures are in place with the schools children will be moving on to. This includes reception class teachers visiting the nursery to support children's

transition to their next stage of education.

The partnership with parents is excellent. Information is both gathered from, and shared with, parents to ensure that the changing or developing needs of children are continually met. Parents have excellent opportunities to contribute to their child's learning and development through ongoing access to their child's learning profile, parents' evenings and daily discussion with staff. Parents are invited to share their skills at the nursery to enhance children's experiences, for example playing musical instruments and reading stories. 'Stay and Play' sessions are organised specifically to give fathers and grandfathers the opportunity to be involved in nursery activities. Parents express their great satisfaction with the nursery, both verbally and in writing.

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

The staff have a good understanding of the Early Years Foundation Stage and observation, assessment, planning and tracking processes are in place to support children's good progress. However, it is less clear that these systems are being effectively used to prioritise and identify suitably challenging plans to support children's next steps. The atmosphere of respect created by the staff provides children with a sense of security and gives them confidence to make choices, express their ideas and talk about what they are doing. Consequently, the children are busy and purposeful as they go about their play. Staff are alert to children's interests and ideas, providing opportunities and resources as appropriate.

The outdoor environment is used as effectively as indoors and all ages of children benefit from this area. Babies are suitably dressed so that they can explore and investigate outside. This gives them additional opportunities to have contact with older children, including their siblings. Outside, children develop their creativity as they paint, role play or make designs with the play dough they have made. For example, children independently used wooden resources to make their own music by tapping and noticed the different sounds this made. Children enjoy moving their bodies in different ways, such as running around and up and down the undulating section of the ground. They learn to enjoy robust activity in a safe manner. Attractive quiet areas are created where children can enjoy books, either independently or shared with friends and staff. Children develop skills in using technology, for example, older children use cameras and competently operate computer programmes. Communication, literacy, numeracy and skills linked to information and communication are promoted well, which has apposite impact on children's future well-being.

Children develop an excellent awareness of a healthy lifestyle. They have the space to be exuberant and expressive in their movements. Children's understanding of healthy eating is extremely well promoted through the provision of a nutritionally balanced diet and planned activities. From an early age, children show that they are very familiar with following personal hygiene procedures. Children are extremely well behaved and thoughtful. They show consideration

towards each other in play and obviously enjoy each other's company. Children follow the examples shown by staff, who are positive role models. Specifically planned activities support children in understanding that they belong to a local and wider community. The children are very proud of the contact they have with soldiers in Afghanistan, which involves sending pictures, letters and parcels they have made. They have received communication from the soldiers in response. The children are also involved in local charity events.

## 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	1
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	1

### 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	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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 27/03/2012