

Lawnswood Nursery

c/o Shirley Heath Junior School, Coombe Road, Shirley, SOLIHULL, West Midlands, B90 3DS

Inspection date	11/02/2013
Previous inspection date	12/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's motivation is increased through encouraging, friendly and lively teaching approaches; as a result, they make strides in their learning.
- Children feel happy and secure as the key person system promotes close and settled relationships.
- Children's social, emotional and educational needs are central to any transition between settings or within the nursery.
- Children's development and progress is fully supported through strong partnerships with other professionals, parents and carers.

It is not yet outstanding because

- There is room to extend children's excursions into imaginary worlds during outside play by ensuring they have experiences that stimulate their interest.
- There is more scope to enhance children's decision-making skills and sense of ownership by encouraging their active participation in designing the environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activity in the playrooms and the outside learning environment.
- The inspector held a meeting with the deputy manager.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Lawnswood Day Nursery opened in 1992. It is located in the children's centre in the grounds of Shirley Heath Junior School in the borough of Solihull. A fully enclosed outside play area is available. The nursery is privately run and is managed independently of the school. The nursery serves the local and surrounding areas. The setting is registered on

the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 52 children on roll in the early years age range. This includes 13 three-year-old children claiming nursery grant. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery opens five days a week throughout the year. Sessions are from 7.30am until 6.15pm. There are 10 staff who work with the children, all of whom have early years qualifications to level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend outdoor opportunities for children to represent their ideas, thoughts and feelings through role play to expand their imagination
- open up opportunities for children to design practical, attractive environments to extend their decision-making skills and help promote a sense of ownership.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners play an important role in providing the building blocks for independent exploration within a supportive emotional environment. They stimulate children to reach beyond their current limits, and consequently, children make strides in their learning, which prepares them well for school. Practitioners undertake sensitive observational assessment and routinely establish the next learning priority for each individual child. Assessment is sharply focused and the information gained is used effectively to guide planning. As part of this, the progress check at age two is used to review each child's learning and ensure that parents have a clear picture of their child's development. Practitioners are well deployed to support children's learning and welfare, and schedules and routines flow with the children's needs.

From the outset, practitioners build on children's home-based knowledge and experiences to ensure that their learning is extended and challenged. Children have ample opportunities to play and learn through a wide variety of adult-led and child-initiated activities. Through play, children learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves

and their abilities. Children of all ages develop positive dispositions for learning as they find an interest, explore, experiment and try things out, remain engaged, make choices, and play collaboratively with their peers. Practitioners employ many different approaches to engaging children in activities, and as a result, children remain motivated.

Adult-led activities, such as art and craft sessions and story and song times, provide opportunities for introducing new knowledge or ideas and for developing and practising skills. For example, during a topic on designing and making, some children visited a large craft store to choose materials to make jewellery. This kind of experience helps children understand the world around them and to consider different ways of doing things. Practitioners understand that children develop at different rates and skilfully support patterns of development within play. In the baby room, practitioners engage in playful interactions, such as singing sessions and experimenting with musical instruments. Babies take pleasure experimenting with a range of different textures, such as jelly, cornflour, paint, sand and glue. In addition, they have fun as they engage in various physical experiences, such as bouncing, rolling, rocking and splashing. Practitioners build warm and trusting relationships and tune into babies to ensure that provision follows their individual rhythms. They observe children sensitively and respond appropriately to encourage and extend curiosity and learning. Babies have uninterrupted time to play and explore.

In the nursery room, practitioners provide well-planned, focused learning opportunities in response to observed interests, learning and development. Children show high levels of energy and fascination as they make collages, build dens, read books and play matching card games. Children become adept at using information and communication technology and learn about letters, numbers, colours and shapes. Children are very active and adore playing outdoors, although, there is scope to do more to support children's excursions into imaginary worlds during outside play, by ensuring they have experiences that stimulate their creativity and enhance their interests through make-believe play. Children develop a delightful sense of responsibility as they tidy away their toys; fetching boxes for jigsaw puzzles, tidying the role play corner and handing out the cups and biscuits at snack time. There is room to extend these experiences by providing more opportunities for children to be involved in decision-making, such as helping to design their own environments. Practitioners know the children well, and as a result learning is relevant, varied and progressive.

The contribution of the early years provision to the well-being of children

Children adopt good personal hygiene routines and display a positive approach towards eating healthily. The youngest children are encouraged to learn to feed themselves, with staff giving them plenty of support to help them guide the spoon towards their mouth. They make light of the times that food falls off the spoon and onto the floor, so that children enjoy feeding times and want to do it for themselves. Older children are actively involved in preparing food and have fun as they chop bananas, butter bread, make milkshakes and rustle up fruit salads. Planting and growing activities reinforce children's

knowledge of living things and the world around them. Children are fascinated with nature and adore regular bug hunts. During inclement weather, they race outside to build snowmen and children gain a good understanding of why we recycle. Children are content and settled because their health, physical and dietary requirements are well met. Children respond well to the simple routine which adds pattern to their daily lives. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs.

Practitioners offer close and settled relationships, and as a result, children develop genuine bonds and secure emotional attachments. Care practices are good and practitioners are sensitive in their management of children and their behaviour. For example, they offer a consistent approach and children receive gentle reminders about walking indoors, sharing resources with their friends and being kind. Children are given plenty of praise and encouragement; with staff focusing on promoting positive behaviour tempered by a clear understanding of the frustration some children feel when learning to share.

Children are effectively supported at times of transition and transition sheets and individualised settling-in sessions promote consistency of care. Older children grow in independence as they access toilet facilities unaided, dress and undress themselves, fetch tissues, put their shoes on and pour their own drinks. In addition, children develop a sense of responsibility as they tidy away their toys, tuck their chairs under the table, place their cups into the sink and help practitioners with simple tasks that interest them, such as setting out equipment in the outside play area. Children are very active and relish opportunities to play outdoors. They learn about the impact of exercise and enjoy regular outings around the local area.

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

The quality of care within the nursery is good and practitioners are vigilant and attentive. Children benefit from high levels of supervision and individual attention. The management team employ a hands-on, active role within the life of the setting and practice is effectively monitored and reviewed. Management systems run smoothly and practitioners are skilled at adapting the provision in light of changing circumstances to ensure that the wide and varied needs of all children continue to be met.

Arrangements for safeguarding children are robust, regularly reviewed and fully understood. An effective safeguarding children policy is implemented and practitioner's knowledge of safeguarding children is fully up-to-date. Thorough risk assessments are conducted and children play and learn in a safe, secure and supportive environment. Concise policies, procedures and strategies are in place to protect children's welfare. Documentation reflects a positive approach to meeting the individual needs of all children, and promotion of equality of opportunity is at the heart of the provision. Provision for children with special educational needs and/or disabilities and those who use English as an additional language is good. A culture of reflective practice, self-evaluation and informed

discussion improves the quality of provision for all children. Practitioners are committed to improving provision for every child and building the foundations for future success. As part of this, practitioners are fully supported to improve their qualification levels. Self-evaluation is good and has led to a significant improvement in the quality of provision for all children.

The provision works successfully in partnership with others to complement children's learning. Practitioners liaise effectively with Speech Therapy, the Area Special Educational Needs Co-ordinator, The Meadows Centre, Social Services and health visitors to promote consistency of care. In addition, practitioners routinely attend meetings and reviews in relation to children with child protection plans. These partnerships make a strong contribution to children's achievement and well-being. Parental involvement is encouraged from the outset and information relating to children's routines and starting points is supplied to ensure learning is purposeful and progressive. All children and their families receive a warm and friendly welcome. Parents are very complimentary about the provision and value the high levels of care and education their children receive. Comments, such as 'I am completely confident that his needs are met' and 'It's really reassuring that children are so happy and well cared for', capture their views. Practitioners are committed to caring for children appropriately for each family.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	250082
Local authority	Solihull
Inspection number	901885
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	52
Name of provider	Lawnswood Childcare Ltd
Date of previous inspection	12/06/2009
Telephone number	0121 733 6605

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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