

Lawnswood Nursery

Streetsbrook Road, Shirley, Solihull, West Midlands, B90 3PE

Inspection date	21/03/2013
Previous inspection date	29/04/2009

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 make good progress in their learning because staff have a clear awareness of their individual needs, personalities and preferences. Furthermore, staff demonstrate a good understanding of effective ways to help children learn and develop.
- Staff are patient, kind and very caring. Consequently, children are settled, confident, and show good levels of self-esteem.
- Children's welfare and safety is effectively assured because staff follow safe practices and demonstrate a clear knowledge and understanding of their role and responsibilities with regard to protecting children.

It is not yet outstanding because

- There is more scope to develop resources and experiences available to children in the outdoor play area. In particular, those that provide pre-school children with greater physical challenge, and encourage all children to discover nature and use all of their senses in their play.
- Resources that encourage pre-school children to read and write for a purpose during imaginary play are not always available.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the registered person, manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager in the pre-school room.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Lawnswood Nursery is one of three nurseries run by Lawnswood Childcare Ltd. It opened in 1986 and is registered on the Early Years Register. The facilities are on two floors, and the first floor of the premises is accessible by a fire ramp. There is a fully enclosed area available for outdoor play. The nursery employs 23 members of childcare staff, 22 of whom hold appropriate early years qualifications to at least level 2.

The nursery operates Monday to Friday for 51 weeks of the year, with the exception of Bank Holidays. Sessions are from 7.30am until 6.15pm. Children attend for a variety of sessions. There are currently 105 children on roll who are in the early years age group. The nursery provides funded early education for two-, three-, and four-year-olds. It also provides wrap-around care for local schools and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop an outdoor learning environment that is rich in possibilities by providing more resources that encourage children to discover nature and use all of their senses in their play, and making a greater range of experiences and resources available that offer physical challenges to pre-school children

- develop further the educational programme for literacy by including more resources that encourage children to read and write for a purpose in the pre-school role play area.

Inspection judgements

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

Children make good progress as they participate in a wide variety of experiences that effectively support their learning and development. For example, babies enjoy easy access to a wide selection of cause and effect toys and learn to problem solve and explore. They demonstrate curiosity as they push, pull, lift or press parts of these toys to discover what might happen. Staff enhance children's play by introducing a range of everyday household items and natural materials. Consequently, children investigate different sounds and textures, and learn about size, shape and colour.

Toddlers and staff regularly sing songs and move to action rhymes. As a result, children develop vocabulary, listening skills and an awareness of their bodies. An external company is invited into the nursery to deliver music and movement sessions to some of the children. In addition, outdoor play is provided for all children on a daily basis. They go on listening walks across the playing fields and kick and throw balls. However, children's learning potential in the enclosed nursery outdoor area is not fully exploited. The area is very muddy and this makes it difficult for children to ride wheeled toys. Also, there are few resources that help children notice and explore the effects of nature. Furthermore, a wide range of resources and experiences that provide physical challenge for older children are not readily available.

Children clearly enjoy their time at the nursery. There is lots of laughter and children are engaged and interested in available experiences. Friendships are evident between many of the children, and older children eagerly invite others to join in their play. Children are confident and make choices about their play. Pre-school children use their imagination and act out familiar experiences as they dress up and pretend to make meals in the role play kitchen. However, the role play area is not always used to best effect. Children playing in this area do not always have access to resources that encourage them to read and write for a purpose. For example, during the inspection there were no notepads, calendars or recipe books in the role play area; things that children might find in their kitchens at home.

Staff plan and provide a range of activities to help prepare children for their future learning and transition to other settings. For example, staff plan some activities that require children to participate in groups and, as a result, children learn to share and take turns in conversation. Children enjoy listening to stories and staff skilfully capture and maintain their attention. Staff use expression in their voices and invite children to look at the pictures and predict what might happen next. Pre-school children learn to recognise and write their own names, and regular outdoor play sessions provide opportunities for them to gain confidence in putting on their shoes and coats. Staff introduce mathematical language into children's play and experiences. For example, they encourage children to compare the various sunflower plants that are growing in pots within the pre-school room; staff ask children to identify which is the biggest and smallest and count how many they can see. Children demonstrate good observational skills and express their creativity as they carefully draw flowers, using a laminated picture of a sunflower for inspiration. Staff interact well with the children, asking questions and reminding children of past experiences. Children know that their responses are welcomed and valued because staff show interest and actively listen to what they have to say.

Staff frequently observe children and gather comprehensive information about their individual starting points, interests, needs and progress. This information is regularly reviewed and effectively used to inform planning and children's individual learning and development records. Experiences provided for children include a good balance between adult-led and child-initiated play. Key persons demonstrate a strong knowledge of the children that are in their key groups and record clear information to inform children's progress checks at age two. They regularly talk to parents about their children's progress and provide various ideas for parents to support and extend children's learning at home and in the setting.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable, and children are settled and confident in their surroundings. Flexible settling-in procedures allow new children to settle at a pace that successfully meets their individual requirements. Furthermore, staff sensitively and effectively work with parents to support children progressing through the various rooms in the nursery. Key persons regularly exchange information, as appropriate, with parents and any other adults involved in children's care and education. They discuss children's home routines, individual needs, progress and any areas requiring support.

Children have plenty of space to play and rest, both indoors and outside. The nursery is warm and welcoming, and notice boards around the premises provide a wealth of useful information for parents. Children's artwork is attractively displayed and enriches the environment. On the whole, children enjoy easy access to a wide selection of resources and, as a result, their independence and freedom of choice is enhanced. All areas of the nursery are clean and suitably maintained. Good hygiene procedures are in place and followed by staff; these include the use of disposable aprons and gloves during nappy changing. Children learn about safety through everyday practices and routines. They are reminded to be careful during play and staff use outings to reinforce road safety rules.

Children develop positive attitudes towards a healthy lifestyle. They engage in regular physical exercise and experience daily outdoor play. Consequently, children receive plenty of fresh air and develop physical skills and confidence. Food provided for the children is healthy and nutritious, and easily accessible drinks prevent them from becoming dehydrated. Mealtimes are social events and thoughtfully used by staff to promote children's language skills, table manners and awareness of healthy eating. Children demonstrate independence skills appropriate to their age and stage of development. Toddlers and pre-school children know why and when they need to wash their hands as staff promote hygiene through discussion and provide children with good role models to follow. Children show good independence skills as they put on their coats and wellingtons before going outside. Staff actively encourage children to 'have a go' but remain close by should any require support.

Friendships are evident between some of the children, and staff actively encourage children to show care and consideration for others. Children behave well and show by their actions that they are aware of nursery rules and behaviour boundaries. For example, children do not run around indoors and pre-school children know that they are expected to take turns in their play. Staff are firm but fair and ensure that all parents understand and agree with their positive behaviour management methods. A clear and comprehensive behaviour management policy supports and explains staff practice and promotes consistency.

Children's transition to other settings is effectively supported. Good links have been forged with local schools, and school staff are invited to the nursery to meet the children moving into their care. This means that children and staff are prepared for the move and gain

some idea of what to expect. Also, nursery staff have visited other settings that some children attend. Information is exchanged about activities, events, teaching methods and individual children. Staff talk to children about their experiences elsewhere and ask parents to share relevant information. Consequently, staff thoughtfully plan and provide experiences that complement and support children's learning and development in the nursery and elsewhere.

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

The provider demonstrates a good understanding of her responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. All required documentation is in place and maintained well, and the nursery is safe and secure. The premises are monitored by closed circuit television and visitors to the nursery are closely supervised. Required adult-to-child ratios are met and children are only released into the care of authorised individuals. Staff demonstrate a good knowledge and understanding of child protection issues and are confident of their ability to act appropriately should they have any concerns. All adults working in the setting are appropriately vetted and robust recruitment and induction procedures are in place.

The provider is ambitious and has high expectations of her staff. The manager is a visible presence in the nursery, routinely observes staff and provides regular feedback on their practice and performance. She conducts annual appraisals and uses regular staff meetings to discuss planning and any practice issues. Students and new members of staff are well supported; induction procedures ensure that they are fully aware of policies and procedures. Professional development is actively encouraged and staff have attended a wide variety of training courses to enhance their knowledge and practice. For example, the majority of staff have undertaken food safety, safeguarding and first aid training. As a result, staff are better informed to promote children's welfare and safety.

Reflective practice is ongoing at all levels and effectively used to review and improve practice. Self-evaluation routinely takes into account the views of the provider, parents and staff. Parental views are actively sought through verbal discussions, questionnaires and a suggestions box located in the foyer. In addition, staff talk to children about what they enjoy and observe their reactions to experiences. The manager oversees the planning of activities and children's learning and development records; she ensures that they are appropriately maintained and accurately reflect children's individual needs.

The provider demonstrates a good capacity for improvement. Plans are in place to enhance outdoor areas, and management show a good appreciation of the strengths and weaknesses of the nursery. Decisive action was taken in relation to recommendations raised at the last Ofsted inspection. For example, planning, observation and assessment methods were promptly reviewed and improved. Also, clear information is now exchanged with parents in respect of their children's progress. Furthermore, the company provides parents with a wealth of useful information via their website.

Children and their families benefit from the consistent and enthusiastic staff team. Parents

speaking highly of the nursery and praising the kind and caring staff team and the positive way staff promote children's good behaviour and manners. A parent interviewed during the inspection said, 'Staff are vibrant, positive and my children love them'. The nursery has established good links with other professionals and effectively supports the inclusion of children with special educational needs and/or disabilities. Staff are aware of local support mechanisms and work closely in partnership with parents and other professionals.

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 action. 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	250083
Local authority	Solihull
Inspection number	908210
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	105
Name of provider	Lawnswood Childcare Ltd
Date of previous inspection	29/04/2009
Telephone number	0121 745 4559

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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, which are usually the childminder's 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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