

# Lambkins Day Nursery & Pre-School Centre

Langwathby Hall, Langwathby, PENRITH, Cumbria, CA10 1LW

<b>Inspection date</b>	28/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Well-established key person arrangements ensure children are happy, settled and secure within the setting and very good relationships are established with families.
- The management and staff are very committed and strive to continually improve the nursery provision for all children. Through setting clear action plans the continued development of high quality practice is ensured.
- Planning is good and this ensures staff provide stimulating activities which are well-matched to children's developmental stage. Staff make accurate observations of what children can do and using assessments, identify what children need to do next in their learning.
- Children develop good speaking and listening skills. Staff encourage children's enjoyment of stories and rhymes and this supports their awareness of linking sounds and letters. As a result, children's communication and language development is promoted well and they make good progress from their unique starting points.

### It is not yet outstanding because

- There is scope to provide children aged two and three with art and craft opportunities where they can independently explore the process of creativity to ensure their individual creative skills are promoted.

## 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.

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

## Inspection activities

- The inspector observed and talked with children, as they joined in with planned and child-initiated activities.
- The inspector looked at children's and staff files, planning documentation and a range of policies and procedures.
- The inspector spoke with staff from each room and management at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Gash

## Full Report

### Information about the setting

Lambkins Day Nursery and Pre-School Centre was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted barn in the village of Langwathly, near Penrith, Cumbria, and is privately run. The nursery serves the local area and is accessible to all children. It operates from two ground floor rooms and there are three enclosed areas available for outdoor play. The nursery employs six members of child care staff, all of whom hold appropriate early years qualifications at level 3 and above. The owner/manager holds a Foundation Degree in Early Years and a degree in Child and Family Studies. The nursery opens Monday to Friday, all year round except for bank holidays and the period between Christmas and New Year. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children 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:

- provide time, space and materials to children aged two and three to enhance their opportunities to explore the process of creativity both indoors and outdoors, to further develop their creative skills.

## Inspection judgements

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

Children of all ages are happy, eager and enthusiastic learners who benefit from good care and provision. They are well-supported in their learning because staff have high expectations of them and teaching is based on a thorough understanding of how children learn best. Consequently, children make good progress towards the early learning goals. Children are provided with good opportunities to develop their own thinking and investigate materials. For example, in the 'mud kitchen' children love to create and make recipes gathering soil, grass, stones and water. Using their small physical skills they mix the ingredients and cook their imaginative food in the microwave, which they then share with others. These first-hand experiences help children to learn together and develop a range of skills. Supported competently by adults, babies are well-motivated and eager to join in activities, such as sharing the experience of a sensory tray. Their curiosity and investigation skills are well-promoted as they use their senses to explore colours, smells, liquids and textures.

Children make good progress in their learning and development in relation to their starting points. Prior to starting the nursery, parents and children spend time with their child's key person to share relevant information about children's welfare and interests. This practice ensures the key person knows children's individual needs well and, from their unique starting point, can plan for their development. Observations, assessments and planning are robust and match children's individual interests and developmental stage well. Children's progress is tracked and the completion of the progress check at age two ensures staff have a good knowledge of children's development in the prime areas. Consequently, children's progress across all areas of their learning is ensured and any gaps are quickly identified and addressed. Children with special educational needs have individual targets in place, which are developed by the staff involved with the child. Parents are kept well-informed about their children's progress as staff discuss children's achievements daily and also during parent evenings. Parents are involved in their children's learning through adding 'star comments' in the learning journeys and home news in the daily diaries. This promotes continuity of learning at home and sharing of knowledge and expertise about children, which has a positive impact on their learning.

Staff are adept in nurturing and promoting children's acquisition of language skills, and this is a strength of the setting. In the baby room, staff recognise the way in which individual children communicate and respond appropriately to this. They delight in snuggling together with their key person to share stories, rhymes and songs. In the pre-school room, children speak confidently and are attentive listeners. They are encouraged to respond to stories actively by saying rhyming words and predicting what is going to happen next. Book areas are richly resourced and appealing and, as a result, children of all ages display pleasure in books. Staff use language well to engage children in meaningful conversations and to extend their vocabulary. The print rich environment and daily adult-led activities effectively support children's awareness of linking letters and sounds. Consequently, children's communication and language skills are well-promoted and all children make good progress.

The spacious outdoor areas with a range of natural materials, such as planks, logs and tyres, are used by children to climb, balance and move in different ways ensuring their physical skills progress. In the baby room, interesting treasure baskets effectively support children's developing manipulative skills as they handle and use everyday objects, such as pans and spoons. There are many meaningful opportunities provided for children to develop their mathematical skills. For example, children work well together counting chairs to form a train and by matching the number of chairs with the number of tickets needed, they develop their problem solving skills. A good range of art and craft materials are accessible so that children can explore colour and texture to produce pieces of artwork. Adults praise their efforts and children show pride in their achievements, which are well displayed. However, sometimes staff miss opportunities for children aged two and three to independently explore the process of creativity which limits their individual development.

Based in a rural community, children have good opportunities to learn about nature and the wider world, such as visiting the farm and watching the air ambulance take off. These experiences, along with plentiful opportunities to meet new people, enhance children's understanding of the world and prepare them well for the next stage in their learning.

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

The key person approach is strongly embedded in the setting and this means children's personal, social and emotional care is given the highest priority. The settling-in process for children is planned carefully to ensure good relationships are formed between the key person and the family. Daily and sensitive sharing of children's welfare helps parents feel confident to leave their children as continuity of care is ensured. Consequently, children form close attachments with their key person and, feeling secure they settle quickly.

Staff use daily routines to effectively promote children's independence and to develop their social skills. For example, on arrival pre-school children register their own attendance, and at snack time they take turns to be the 'snack monitor' with special responsibility to help lay the table and serve food. Children enjoy a range of healthy snacks and lunches, which are freshly prepared, nutritious and balanced. Children adopt good table manners because staff sit with them whilst they eat and talk to them about the importance of healthy lifestyles. In the baby room, children eagerly sit at the snack table displaying self-confidence and enjoyment in the company of others.

Care routines, such as nappy changing and diet, follow children's individual needs and this effectively supports their sense of well-being and feeling of security. In each room, children are provided with comfortable cosy areas for rest and relaxation. Children's behaviour is good because staff are exemplary role models and take a consistent approach in their expectations regarding how children behave. This means that children learn to share, play safely and be considerate towards each other. The overall atmosphere is calm, so children are happy and focused during child-initiated and adult-led play. All children enjoy daily opportunities to play outdoors where they benefit from plenty of space and fresh air. Children are kept safe because staff are vigilant at all times for their safety. Staff effectively support children's growing understanding of how to keep safe whilst providing managed opportunities to take risks; for example, when outdoors children are shown safe ways to carry sticks and long planks of wood.

Children of all ages are provided with an enabling environment that supports their learning and development well because it is well-organised, richly resourced and stimulating. Furniture, resources and equipment are accessible and suitable for the ages of the children. Staff observe how children use space and resources and introduce changes to ensure a high quality environment that not only interests children but also facilitates and maintains their learning. For example, moving the construction area and resources has had a positive impact on children's interest in construction and created a communication friendly space where children enjoy independent play.

Arrangements for supporting children moving from the baby room to the pre-school are well-managed because detailed information is shared between staff and families using 'What my new room needs to know about me'. Children are supported through visits to become familiar and feel secure in the new surroundings. This approach ensures transitions are smooth and children's unique needs are met.

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

## provision

The management team is very experienced and has a good understanding of its responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. It provides strong leadership and effectively inspires the staff who clearly enjoy teaching the children. Consequently, the whole staff team demonstrate high levels of commitment and are motivated to help all children fulfil their potential through the provision of high quality care. Robust monitoring of assessment and planning, means children's individual needs and interests are met and the next steps in their learning accurately pinpointed to ensure good progress.

Management maintains a high presence in the rooms and, in supporting staff, are good mentors. Regular supervision ensures management know the training needs of all staff. As a result, staff are well-trained and carefully targeted professional development further enhances staff knowledge and the good practice in the setting.

The management team understands the importance of continuous quality improvement. Through a robust process of self-evaluation, taking into account the views of staff, parents, children and external agencies, the strengths of the setting and areas for development are clearly identified. For example, a planned action is to develop the babies' outdoor environment and provide a grassed area to encourage their independent movement and exploration. All staff regularly review and reflect on their practice to continually find ways to develop the provision for children of all ages and needs. Each room has an action plan in place. The pre-school staff, for example, have created a performance area, which extends children's experiences and expands their imagination.

Children are safeguarded effectively because all staff are trained and are aware of child protection procedures and know how to implement them to protect the children in their care. A fully comprehensive and meticulously maintained range of policies and procedures meet all welfare requirements and secure the safe and efficient management of the setting. For example, detailed risk assessments cover all aspects of health and safety and checks carried out each morning before children enter the building, ensure all are kept safe whilst at nursery. Recruitment procedures are robust to confirm that staff are suitable to work with children. All staff receive thorough induction training and this means they understand clearly their roles and responsibilities.

Partnerships with parents are strong as the nursery provides many opportunities to involve parents and has a genuine open-door policy. For example, there is a parent area where they can sit in comfort, whilst waiting for their children and speak in confidence to staff. Parents' comments are very complimentary about the care and progress of their children and reflect the high regard they hold for the management and staff. The nursery works well with other settings, such as, the local school and toddler group, who visit and communication is shared to complement children's learning. Good relationships are established with external agencies, such as, the local authority, which assist the setting to ensure children receive the support they need.

## The Childcare Register

The requirements for the compulsory 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 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

<b>Unique reference number</b>	EY453802
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	886206
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 07
<b>Total number of places</b>	40
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Lambkins Day Nursery & Pre-School Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01768 881888

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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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