

Layton Hill Nursery

55 Carr Gate, THORNTON-CLEVELEYS, Lancashire, FY5 1LB

Inspection date

Previous inspection date

14/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Key persons are skilled and sensitive at helping children to form secure attachments and to feel very secure within the nursery. Key persons have a thorough knowledge and understanding of the children they care for and support them well in their next steps in learning.
- Children behave well and are sensitive to the needs of others because staff are good role models and continuously encourage and demonstrate high standards of behaviour.
- All staff have a good understanding of how young children learn and develop. They observe their children well and, in cooperation with the children, plan a wide range of enjoyable and effective activities.
- All staff understand how to keep children in their care safe and know what to do should they have any concerns.

It is not yet outstanding because

- Staff, sometimes, intervene in children's play, stopping them from exploring the activity in the way they would have chosen. This, sometimes, results in children being less engaged in their learning.
- The process of reflection and continuous improvement, although, having a positive effect, is not yet sufficiently focused, evaluated or documented to support children's learning even further.

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 in each playroom and the outside play area.
- The inspector held meetings with the provider, the manager, talked to staff and carried out a joint observation.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Neil Butler

Full Report

Information about the setting

Layton Hill Nursery opened in 1991 and registered on this site in 2012. The nursery is situated in Thornton-Cleveleys, Lancashire and is privately owned and managed. It operates from a two-storey detached building with a separate baby unit. The baby unit has its own facilities. In the nursery building, children use three rooms on the ground floor and have access to two rooms on the first floor. Access to the first floor is via stairs. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. It is open Monday to Friday from 8am to 6pm, all year. Children are able to attend full-time or for a variety of sessions. There are currently 48 children on roll. There are 12 staff employed, who are qualified to at least level 3, of these, two are qualified to level 5 and the owner is a qualified teacher. The nursery 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:

- allow children more freedom to direct their own learning and exploration within the activities provided
- develop the continuous improvement process to ensure that all priorities for improvement are sharply focused, fully evaluated and well documented.

Inspection judgements

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

All staff have a good understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge well to plan and support children's progress through a range of carefully thought out and well-resourced activities. Staff are enthusiastic and supportive, ensuring that children have a positive attitude to play and learning. As a result, children from an early age are confident to access the activities provided for them and enjoy their achievements. Careful assessment and detailed planning ensures that activities provide appropriate challenge for children. Children other than babies are encouraged to choose the activities, which they wish to engage in during the day and are then given the opportunity to reflect on what they have achieved. This means that activities follow children's interests and they are, therefore, keen to participate. Once engaged in play, staff support children in their learning but are sometimes too keen to help them complete a task. This means that children do not always

have the opportunity to achieve independently.

Key persons place great emphasis on working with parents and other professionals to ensure that they are fully informed and equipped to meet individual children's needs. Parents are fully involved in providing information about their child's likes, dislikes and starting points on entry to the nursery. This means that key persons quickly build up a detailed knowledge of the children in their care and this helps them effectively support their learning and development. As a result, all children are making good progress in their learning in relation to their age and starting points.

Parents are also actively involved with the subsequent assessments of their children. There are numerous opportunities for parents involvement in children's learning at home. For example, information shared by key persons through discussion, access to children's records of learning, opportunities to attend parents' evenings and the involvement of parents in community activities, such as a 'beach clean-up'. In consultation with children, they plan exciting learning opportunities based around children's interests. For example, children choose to take part in a dance and movement activity using ribbons that make patterns in the air when waved. Some children use marker pens to try and represent these movements on a large roll of paper. In both cases, children are practising the physical movements that will help them with their writing and skills for making marks.

The indoor and outside nursery areas are thoughtfully planned to create stimulating and enabling environments. The rooms are bright, well resourced and uncluttered, allowing children to move freely between the activities on offer. In particular, the baby room provides opportunities for very young children to explore a variety of sensory experiences, as well as climb, balance and make marks with chalks or sand. Again, intervention by staff sometimes prevents babies from choosing to explore the safe and well-resourced environment in the ways they would choose to, which lessens opportunities for independence. The outdoor environment is richly resourced with play materials, equipment and books to support all aspects of learning. Many of these resources can be used in different ways. For example, a child is engaged in healthy physical activity with a large construction toy, a member of staff encourages them to fix the correct pieces together by counting the holes on each side of individual blocks, the child is delighted when they produce a large cube to play with. In this activity, the child is not only engaging in healthy physical activity and developing their coordination, they are also exploring number concepts and counting.

High priority is given to promoting children's communication and language development. Staff model language well and consistently talk clearly to all ages of children. They use a variety of strategies to capture children's attention and develop their listening skills. For example, while outside, they encourage babies to listen to the sounds of a passing aeroplane. Children respond to this and happily look for the source of the noise. Staff are also animated story tellers, using expression in the tone of their voices and props to successfully sustain children's interest when reading stories. They also allow children to create their own stories and become involved in the story telling by providing the animal sounds needed.

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

Children thoroughly enjoy their time at nursery, participating in a wide variety of fun and challenging activities that stimulate their natural curiosity and interests. They talk happily with staff and each other and both children's and staff's laughter can be heard throughout the nursery. This shows that children feel emotionally secure at the nursery. The effective key person system significantly contributes to achieving these close emotional attachments. Consequently, children from an early age become extremely confident and self-assured learners. Transition procedures between nursery rooms are well implemented. Staff respect the uniqueness of each child and plan individually to support their smooth transitions. Parents are actively involved in this process.

Staff are exemplary role models for children's behaviour. They speak to children in a calm, respectful and caring manner. This is particularly effective at mealtimes when the calm, happy atmosphere allows children to share important news, as well as enjoy a healthy meal. The food is healthy and freshly prepared each day by the nursery cook. The menu provides a variety of tastes and textures and incorporates plenty of fresh fruit and vegetables. Children's self-help skills are encouraged and effectively supported as they serve their own food at mealtimes. For example, staff thoughtfully position the bowls of food to enable children to manage serving themselves and the use of serving tongs also helps children to develop their physical coordination. Staff in all rooms, but in particular in the baby room, encourage and celebrate sensitive and caring behaviour. Consequently, in their interaction with others, all children show respect as they talk with their friends and consider the needs of others.

From an early age, children contribute to the decision making within the nursery. This reflects the high expectations, which staff have of children's capabilities. For example, younger children state their expectations of acceptable behaviour in their playroom, which staff record and display. Staff celebrate events in children's and their family's lives, which supports their self-esteem and their understanding that they are unique. For example, the birthdays of siblings and parents are shared and celebrated, as well as any upcoming holiday plans.

Plenty of opportunity for physical exercise both indoors and outside, coupled with clear and well-discussed hygiene routines means that children are developing an understanding of how to keep themselves fit and healthy. Children learn how to look after themselves through the clear explanations, which staff give regarding safety issues relating to activities. For example, when allowing ride on toy cars to roll down a slope, children and staff discuss how they can stop themselves safely and not crash into the nursery wall.

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

All staff have a good understanding of how to keep children safe, they complete regular safeguarding training and know what to do if they have any concerns for a child. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Detailed and accurate risk assessments ensure that all areas of the nursery are

safe, suitable and well maintained. All legally required documents are accurately maintained. This includes the record of children's and staff's attendance, which shows that the correct ratios are maintained. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out.

Leadership is strong. The provider and manager have high aspirations and pursue best practice in all aspects of the provision. This ethos highly motivates the staff team, who are committed and keen to develop their own skills in providing the best outcomes for all children. Reflective practice and evaluation techniques ensure that all children thrive and the nursery has the capacity to make continuous improvements. For example, staff discussions and visits to a training facility resulted in the addition of thick foam mats to the baby room, in order to encourage their progress towards balancing and walking. Staff have recently reviewed all rooms and produced action plans for improvement, some of which have been implemented. The impact of these improvements has not yet been fully evaluated or documented to ensure that they have benefitted children and improved the provision. All staff receive an annual appraisal and there are many opportunities for more informal discussions, from these plans for further training and development are drawn up and implemented.

The manager regularly monitors the progress of all children at the nursery and reviews this information to assess where increased attention or further improvements can be made. This is to ensure that the children can make good progress across all areas of learning and development.

Partnerships are consulted and feel involved in the organisation of the nursery. For example, the nursery recently changed its opening times in response to parents' wishes. Parents are very complimentary of the nursery and refer to the 'brilliant' progress their children are making and are 'amazed at how much they are doing'. They comment that staff are very friendly and approachable and support children's learning and development well. Having recently relocated to this new setting, the nursery is developing relationships with other professionals, such as local authority support workers.

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	EY456015
Local authority	Lancashire
Inspection number	893328
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	48
Name of provider	Edith Therese Bridge
Date of previous inspection	not applicable
Telephone number	01253304085

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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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