

Lymehurst Private Day Nursery

181 Flixton Road, Flixton, Urmston, MANCHESTER, Lancashire, M41 5ED

Inspection date	11/04/2013
Previous inspection date	24/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly skilled staff have an excellent knowledge of how children learn and a very secure knowledge of each child's individual needs. This enables very successful promotion of children's care and learning.
- Assessment of children's development is meticulous. As a result, staff have an excellent knowledge of progress of individual children and different groups of children so any gaps in learning are quickly identified.
- Children thrive because staff plan stimulating and challenging activities which motivate them and extend their thinking skills. As a result, children make excellent progress.
- All children, including those with additional needs, make excellent progress in their learning because staff have very strong links with parents and outside agencies to ensure very effective continuity of care.
- Leadership is excellent because high standards are maintained in monitoring and evaluating of all aspects of practice to inform continuous improvement.
- Children are very independent and take responsibility for their own learning from an early age so they are very prepared for their move in to school.

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 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 activities in all of the rooms and in the outside area.
The inspector checked evidence of suitability of staff working with the children and looked at induction, procedures for monitoring staff and notes from staff appraisals.
- The inspector also looked at reports from outside agencies and the self-evaluation form.
- The inspector spoke to the manager, staff from the nursery, staff from the children's centre and the early years adviser.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account the views of children and five parents spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

The Lymehurst Private Day Nursery was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a detached Victorian house in the Flixton area of Trafford, and is privately owned. There is a fully enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 96 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- promote further children's understanding of healthy practices so that children in the pre-school room consistently wash their hands before snack times.

Inspection judgements

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

Children thrive in this nursery and make excellent progress in relation to their starting points. Highly trained staff have a superb understanding of the different ways children learn and planning is very effectively linked to children's interests. Observations are very thorough and linked to areas of learning so staff have an excellent overview of the curriculum. This means that any gaps in learning are quickly identified and children are very well prepared for school or the next steps in their learning. Strong emphasis is put on planning activities which stimulate and challenge children's thinking skills so they have a very positive attitude to learning. For example, pre-school children learn about the effects different colours make when mixed together. For instance, they take part in water relays outside and run and carry buckets of water from one container to another. They see different coloured powdered paint, such as blue in one container, and yellow in another. They mix the two colours together with water to make green. Such positive experiences

mean children receive the excellent benefits of fresh air and exercise, work together as a team, and learn about colours. Together with staff's expert knowledge about children's learning and their meticulous observations, staff are able to make planning sharply focused. As a result, planning is individualised and all staff and parents know exactly which age and stage of development children are at.

Teaching is outstanding and staff are highly skilled in supporting children's interests and learning. They seize opportunities to extend children's mathematical skills by planning challenging activities linked to interests. For example, children are enthusiastic when asked to make numbers between 20 to 150 using number flashcards. This is because staff use very effective questioning techniques and support children through their thinking process in stages. For instance, they say, 'Can you make the number 87? Which two numbers do you think you might need?' As a result, some pre-school children are exceeding the early learning goals in mathematics. Children's early writing skills are developing well and evidence of this is seen in displays on the walls. Pre-school children practise emergent writing for different purposes, such as labels for the role-play area. Reading skills are very effectively supported in the nursery. Staff teach children about letters and sounds on a daily basis and children take reading books home to share with parents.

Children are confident and are excellent communicators. Pre-school children act out scenarios in role-play situations, such as playing doctors in a hospital. They say, 'We have a patient here. He had a heart attack.' Staff are highly engaged with children and encourage communication skills well by asking, 'What are you going to do to make him feel better?', and children say, 'Feel his heart.' Young babies demonstrate effective early communication skills and attempt to verbalise what they want to say by babbling and smiling with peers. Superb provision is in place to support children with special educational needs and/or disabilities. For example, staff are vigilant and observe and assess children's language skills well. Communication and language difficulties are identified at an early age and appropriate support is immediately put in place if required. Speech therapy is delivered by a speech therapist at Flixton and Woodsend Children's Centre and sometimes delivered in the child's home. Staff support children with additional needs very well and follow targets from individual education plans and liaise closely with outside agencies to meet children's needs. All staff are trained to deliver 'Sign along' training and use sign language very well to support children's understanding.

Children are given opportunities to learn about simple programs on computers and programmable toys from a very early age. For example, toddlers giggle with delight as they jump on interactive fish which are played from the projector in the sensory room. Pre-school children expertly use programmable toys to develop their understanding about direction. Babies happily explore different materials using all the senses as appropriate. For example, they are enthralled as they handle objects in treasure baskets, trying to make sense of what each object does.

Partnerships with parents are superb and parents are extremely complimentary about how staff meet the needs of their children. For example, they say, 'We feel very happy with how staff are supporting our child with special educational needs. We had meetings with key workers in the evening at nursery to discuss care plans. Our child's speech is

improving well.' Parents receive regular summary reports, such as the progress check for children aged two and are updated on a daily basis by staff. Particularly noteworthy are the lengths staff take to meet needs of children who speak English as an additional language. For example, staff ask parents if they can share key words in their home language so staff can use the same words in the nursery. Parents are heavily involved in children's learning from the start and are asked to make comments and identify next steps in their child's learning at home. Such examples of excellent practice with parents mean that children make strides in their learning and receive the best continuity of care.

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

A highly successful implementation of the key person system ensures that all children form secure emotional attachments. This provides babies and children with a highly effective nurturing environment which is conducive to effective learning. Staff form close bonds with children, gently encouraging them to be independent whilst reassuring them when they get frustrated. Children display high levels of confidence and take responsibility for their own belongings and learning from a very early age. For example, pre-school children select drinking cups with their names on and hand out other cups to their friends. The youngest babies demonstrate excellent skills in self-feeding as they begin to feed themselves with spoons at meal times.

Babies and children settle well in the nursery from the beginning because staff work very closely with parents to find out their child's likes and dislikes and home routines. Home routines are mirrored in the nursery so transitions are smooth. Transitions within the nursery are carefully planned well in advance so information, such as assessment records, are passed on to the next key person. Parents are involved in all transitional periods, at the beginning, within the nursery, and when children start school. Teachers are invited to meet the children and their key workers prior to children starting school and links are very strong. This ensures children's needs are very effectively met because the sharing of assessment records and discussions around children's learning is outstanding.

Children behave exceptionally well because staff are meeting their needs and interests. At all times, staff ensure they are positive role models to children. They regularly praise them for being courteous to friends and remind them to say 'please' and 'thank you'. Children develop an outstanding understanding of keeping themselves safe. For example, they walk around areas with staff and identify potential hazards and give reasons to staff why they are unsafe.

Children are secure in their understanding of healthy practices, although occasionally pre-school children are not reminded to wash their hands prior to snack times. Children choose from a wide range of healthy food options, such as fresh fruit, and have access to fresh drinking water at all times. Children greatly benefit from fresh air and daily exercise in a very well-resourced outside area. They love dragging plastic crates and piling them on top of each other to create giant structures. They also develop excellent physical skills on a smaller scale with their fingers and enjoy making marks in chalk on paving stones. All staff follow stringent procedures to keep children healthy. For example, they wear plastic

aprons and gloves during meal times when preparing snacks and when changing nappies. Care routines are considered important times for staff to bond with children. For example, babies are sung to as they contentedly drink bottles of milk whilst being cradled by their key worker.

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

High regard is given to safeguarding children. All staff have an excellent knowledge and understanding of safeguarding policies and procedures. They have all attended safeguarding training and first aid training. Stringent risk assessment checks are in place to ensure the premises are very safe for children at all times. Procedures for vetting staff, recruitment, induction and staff's ongoing suitability to work with children are meticulous. Excellent systems are in place to monitor staff performance formally through supervisions and appraisals, as well as informally through peer observations of practice. Managers are highly vigilant and complete robust records of their observations of staff and children so children are safeguarded well. Any practice which managers consider need discussing with staff, are professionally dealt with and actions are implemented well. Children who have additional needs and require support from outside agencies, are extremely well cared for. Arrangements also, for notifying outside agencies concerning child protection issues are very robust and clearly followed. This is because highly trained staff work closely with the children's centre and other professionals to share information effectively with parents. This ensures very effective continuity of care. All staff are extremely caring and passionate about the children they care for and have positive relationships with parents.

The manager sets very high standards and staff are fully committed to achieving standards of excellence in all areas. The support given to all staff to continue further with their professional development is outstanding and has led to the staff team being very highly qualified and skilled. As a result, the staff feel valued and are motivated to gain higher qualifications and training. Self-evaluation is rigorous and takes into account the views of staff, parents, children, and outside agencies. Priorities for future development are well targeted and ongoing in a desire to maintain the highest standards. The nursery has swiftly met previous recommendations raised in the last inspection about strengthening links with other providers of the Early Years Foundation Stage. The nursery now works even more closely with local schools, such as Delamere School which supports children with special educational needs and/or disabilities. This ensures highly effective continuity of care for all children.

Extensive partnership working with parents means that parents play a full and active role in their child's learning. Parents are fully involved by contributing to assessments of their child's progress. Assessment and tracking of children's progress is rigorous and staff have an excellent overview of different groups of children. Staff tailor planning in different ways to meet the needs of boys and girls. The monitoring of educational programmes is first rate as managers monitor observation, planning and assessments on a weekly basis. This is highly effective in narrowing the gap and ensuring children make excellent progress.

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 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	310343
Local authority	Trafford
Inspection number	907613
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	96
Name of provider	Gillian Ellis
Date of previous inspection	24/10/2011
Telephone number	0161 747 5834

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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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