

Lyvennet Nursery Group

Crosby, Ravensworth, PENRITH, Cumbria, CA10 3JJ

Inspection date	03/07/2013
Previous inspection date	14/02/2011

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

- Practitioners provide a wide range of interesting and challenging activities and opportunities that stimulate children's interests. As a result, children make very good progress in their learning and development.
- Children are very well-prepared for school through effective transitional procedures and activities that promote independence.
- Practitioners are sensitive and caring and as key persons, they form strong attachments with children, supporting them in their emotional well-being.
- Managers and practitioners work very well with parents who fully support the nursery and children benefit highly through continuity of care and education practices.

It is not yet outstanding because

- The organisation of activities is not always planned effectively to maximise the freedom of choice and independent play for children.
- There is scope to encourage individual children to take on more responsibility so that they become increasingly independent, helping to enhance their self-confidence.

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 talked with, and observed children taking part in activities outside and inside the nursery.
- The inspector discussed policy and practice with the manager and practitioners, taking their views into account.
- The inspector held discussions with parents and members from the management committee, taking their views into consideration.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's assessment records and planning documentation, looked at relevant policies and procedures and the nursery's self-evaluation form.
- The inspector took account of the nursery's prospectus on the host school's website.

Inspector

Janice Caryl

Full Report

Information about the setting

The Lyvennet Nursery Group was registered in 1992 and is on the Early Years Register. It is situated in Crosby Ravensworth Primary School, in the Eden Valley area of Penrith, Cumbria, and is managed by a voluntary committee. The nursery serves the local area and is accessible to all children. It operates from three rooms and the school hall. There is a fully enclosed area available for outdoor play.

The nursery employs two members of childcare staff. Of these, all hold appropriate early years qualifications at level 3.

The nursery opens term time only on Monday, Wednesday, Thursday and Friday mornings from 9am until 1pm. Sessions on Thursday are from 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently eight children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery group is a member of the Pre-School Learning Alliance and they receive 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:

- strengthen the already good organisation of planned and routine activities so that children have extended opportunities of uninterrupted free play and choice and therefore remain further interested and motivated
- promote further children's emerging independence and increasing self-confidence, for example, by giving children specific responsibilities, such as, setting the table for snack or handing out plates and cups to other children and adults.

Inspection judgements

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

The managers and practitioners have a good knowledge and understanding of the seven areas of learning, which means that the programme of activities are broad, balanced, exciting and stimulating. There are a wide variety of accessible resources both inside and outside, which support children in learning and developing their skills through play. Practitioners act as key persons for individual children and information collected from parents and carers when children first start is used to support and plan activities for

children in all areas of development. The key persons take note of children's interests and stages in development through accurate and precise observations. Assessment of these observations results in planned next steps for children, meaning activities and experiences are targeted and help children make good progress in preparation for their next stage in learning and moving on to school.

Practitioners have high expectations of children and work exceptionally well alongside them, promoting thinking and listening skills as they skilfully ask questions and prompt children to solve problems. For example, children count how many children there are in the group. Practitioners support children in developing early calculation skills as children use their fingers to work out how many boys and girls make up the total number. Early literacy skills are promoted well through activities that help children recognise and write their own name. Children find their name as they come into the nursery and place it in a box. Children help to find the names of practitioners and speaking and listening skills are promoted well as they discuss the letters that the name labels contain. This helps broaden children's knowledge of letters and sounds, further supporting their early literacy skills. Children learn how to recognise the day of the week and learn to differentiate between the number three and the third of the month, supporting their emerging skills in early mathematical concepts and language. Younger children explore freely according to their age and stage of development. This helps them become more confident and emotionally secure as they widen their experiences through their natural curiosity. However, the routine organisation for older children means that sometimes the activities are adult-directed for a large proportion of the time. This occasionally results in some children losing interest and becoming restless. Outdoor activities are wide and varied and children demonstrate their use of imagination as they 'paint' the wooden frame with water. Children show their enthusiasm and express their delight as they explain that they are 'the workers and are getting the holiday house ready'. Computers and programmable toys help to support children's learning in information technology, including their independent use of digital cameras where children take pictures of their environment and of each other. Children are helped to reflect on past and present experiences through regular opportunities where they look back on photographs and digital images to discuss and share their thoughts. As a result, they develop their communication and language skills while they recall and relive past experiences.

Key persons work effectively with parents and carers by ensuring they are kept fully informed regarding their children's learning and progress. For example, the progress check at age two and summative assessments for older children are completed and shared in a timely fashion. Parents are invited to contribute to the planning and assessment process by sharing their children's experiences from home. Daily verbal and written communication helps parents complement children's learning and development in all areas. Parents comment on how thrilled they are at how practitioners supported them regarding their children's personal needs. As a result, children benefit through continuity of care and learning and parents and carers develop increasing confidence in nursery practice. Key persons and parents exchange library books on a weekly basis, meaning children are further supported in learning the value of books and early literacy.

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

Children are happy and confident in the setting. They are greeted warmly by practitioners who remind children to find their name and place in the box, indicating their arrival. Children choose to play indoors or outdoors and talk confidently to their key person and other adults. Younger children and those settling in, play alongside key persons who monitor their play and reactions, ensuring children feel and remain emotionally safe and secure. Children accessing the outdoors become cheerfully engaged in their imaginative play and call on practitioners to join in, showing their emerging confidence in strengthening relationships. Children are provided with clear guidance and boundaries as they play and take part in activities. For example, they know when it is time to tidy up because they hear the bell, and they stand well in line as they wait to wash their hands ready for their snack. Attachments and relationships are strong between children and adults, helping children develop self-confidence and high self-esteem. However, there is scope to help children become more secure in self-confidence by empowering them to take on some specific roles and responsibilities, boosting their self-esteem even further. Children are taught to respect and look after each other, learning to understand that younger children sometimes need extra support promoting children's development in personal, social and emotional skills. This is supported further by a display of 'helping hands' where children who help each other are recognised and valued by showing their name.

Children show their emerging skills in becoming independent as they are encouraged to change their shoes and clothes ready for movement sessions, put on their own coats and attend to their personal needs. They are taught well about how to look after themselves and others through routine activities, such as, hand washing, and healthy living is promoted through discussion and displayed posters. Children receive healthy snacks consisting of fresh fruit, crackers and cheese. Parents are provided with information about how to pack a healthy lunch and nutritious school dinners are provided for those children and families who prefer that option. Consequently, children grow and develop a good understanding of how to eat and maintain a healthy diet. Children are very well supported in developing their large and small physical skills. For example, they use tongs to help themselves to fruit at snack time and they are supported in pouring their own milk or water from a jug. Larger muscle groups are developed through a wide variety of activities and experiences, such as walks into the community and music and movement sessions in the school hall. Children develop an understanding of how their bodies work as they are taught about the need to warm up their muscles before doing strenuous activities. In the outdoor play area, children learn to balance and co-ordinate their movements on the climbing frame and by playing ball and riding tricycles. They learn to manage their own risk in an indoor and outdoor environment that gives them the freedom to explore. Children demonstrate their excitement about joining in with sports day where they describe the activities they will take part in, such as, the 'egg and spoon race', 'sack race' and running.

Children are exceptionally well supported as they move through the nursery and consequently into school. Individual children are monitored carefully by key persons and given individual support and freedom to explore their new surroundings. Older children develop a sense of well-being and confidence in their new school because they merge with the Reception class, one morning every week. This helps to prepare children for the future

change in their routine, benefiting them in their future learning as other adults become familiar with children and their families.

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

The manager and practitioners are highly experienced and have a well-developed understanding of their roles and responsibilities within the Statutory framework for the Early Years Foundation Stage. They work effectively together as a team to ensure that the programme of activities and experiences meets the needs of all the children. This ensures that a broad range of stimulating, exciting and challenging experiences are offered that help children reach their highest potential towards the early learning goals. However, there is scope to alter the organisation of some activities to ensure children do not sit for too long where they become restless and lose interest. Assessment of children's progress is monitored carefully and regular discussions and meetings with parents and carers mean that children benefit in all aspects of their learning and development through mutually targeted support if needed.

Children are kept very safe in the setting because policies and procedures are strictly adhered to, visitors are closely monitored and robust recruitment practices ensure all practitioners and management committee members are suitably vetted through the Disclosure and Barring service checks. Daily checks and regular risk assessments ensure that the environment and equipment is safe and suitable for use by the children. Practitioners are fully trained in child protection and first aid procedures, and training to specifically support complex medical conditions helps to ensure that children are protected at all times. Regular supervision and performance management opportunities mean that practitioners are given effective, ongoing support, enabling suitable training needs to be identified. As a result, children benefit because practitioners are well trained and motivated to provide good quality care and education.

The self-evaluation of the setting is good because managers and practitioners consistently evaluate the environment and make changes according to the needs of the children. There is a reflective approach to practice within the nursery, with children contributing their views and opinions through regular chats and digital photographs taken by themselves, which helps to enhance their learning. Parents are invited to share their views through a comments book, questionnaires and at regular committee meetings. The managers and practitioners work together with the local authority on focused improvement plans, which help to raise the quality of the setting in all areas. Partnerships with parents and other providers are strong and well-established at the nursery. The school website has links to the nursery prospectus and to any current updates. Information for parents to access is comprehensive and displayed at the entrance to the nursery, helping to keep parents fully informed about what their children do and how the nursery is managed. Children benefit greatly through effective partnership working between the nursery and other settings, including highly effective links with the host school.

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	317556
Local authority	Cumbria
Inspection number	868447
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	8
Name of provider	Lyvennet Nursery Group Committee
Date of previous inspection	14/02/2011
Telephone number	01931 715 265

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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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