

Lydford House Day Nursery

Lydford House, West Lydford, SOMERTON, Somerset, TA11 7BU

Inspection date	10/06/2013
Previous inspection date	10/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The key worker system works effectively therefore, children are happy and comfortable as staff support their developing needs and interests.
- The small team of well-qualified staff work well together to reflect on their practice and to drive improvement.
- Children make good progress in their learning and development as planning and assessment arrangements are effective in meeting children's needs.
- Partnerships with parents are good.

It is not yet outstanding because

- Children are not fully encouraged through effective questioning to develop their communication skills so that they can solve problems independently.
- Staff do not use every opportunity to develop children's independent skills fully at snack and mealtimes.

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 made observations of all age groups inside and out doors, and staff's interactions with the children.
- The inspector and the manager carried out a joint observation of a mixed aged, small group activity.
- The inspector sampled a range of documentation including the self-evaluation form, planning and assessment records.
- The inspector talked with staff and children.
- The inspector gave feedback during the inspection and formally at the end of the inspection to the owner and the manager.

Inspector

Rachael Williams

Full Report

Information about the setting

Lydford House Day Nursery is one of two privately owned nurseries in the partnership. It opened in 2010 and operates from the ground floor of a private home in Lydford-on-Fosse, close to the rural town of Somerton, Somerset. The nursery consists of an entrance foyer, two play rooms, one of which has a segregated area for under twos, a sleep room and toilet facilities. Children have access to two outside play areas, with both grass and tarmac. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 20 children, aged from three months to under five years on roll, some in part-time places. The setting provides funded early education for two-, three- and four-year-olds. The owner and manager both hold Early Years Professional Status. There are two additional members of staff whom hold a level three early years qualification.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop the language for thinking, such as giving them time to talk about how to solve problems
- help children to make healthy choices at mealtimes and encourage them to be more involved in preparing and serving snacks and meals to improve their independent skills.

Inspection judgements

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

Children benefit from a well-organised environment that enables them to make good progress in all areas of their learning. The key person system works effectively so that staff have a good knowledge of children's starting points, and their current interests. Parents provide ongoing contributions, such as through photographs, to influence future planning. There is a good balance of child-initiated play and focused activities, which staff plan to help challenge children in their next steps in learning. For example, children work well together to combine ingredients to make play dough. They are beginning to use mathematical language well as they explore the mixture with their hands, such as commenting that there is 'too much water'. However, staff do not always give children sufficient opportunity to communicate their thoughts on how they can solve this problem or to ask questions before a solution is given. Children use tools purposefully, such as

using a knife to divide the dough to share. Children roll and stretch the play dough competently into shapes and comment 'I made a snake'. Staff repeat and extend the sentence modelling sentence structure well for the children to copy.

Babies have good opportunities to explore using their senses. When playing in the sand they enjoy passing the tools and containers from one hand to the other and bringing them together to make a sound. They watch carefully as staff make marks in the sand and talk to them about what they are doing as they make patterns together. Babies enjoy reaching for shiny napkin rings and placing them inside the toys. They use the well-positioned furniture and equipment well to pull themselves up so that they can retrieve the rings when they roll away. Younger children are inquisitive learners. They thoroughly enjoy exploring the interactive toys, such as pressing the buttons on a storybook to make noises. Children are encouraged to take turns as staff take photographs of them and children enjoy looking at the photograph showing good understanding of how to use a digital camera.

Older children work collaboratively for example, to complete the road circuit. They push the cars around the track showing awareness of others to let them pass to avoid collisions. They show understanding of dangers as they remember to stop at the zebra crossing. Children sit together to share a favourite story. They listen attentively and comment on the pictures, such as the animals that they see. Staff encourage children to re-tell the story in their own words so that they become aware of story structure. Staff organise themselves well during this group session and support those children who wish to play with other activities, such as homemade songs and rhymes cards, so that those listening can do so undisturbed.

Children confidently move in a variety of ways. Older children enthusiastically participate in chasing games in the outside area giggling in delight. They crawl through the tubing and are mindful of younger children so that they do not injure them. Younger children thoroughly enjoy exploring the sticks independently. Staff give children the opportunity to explore independently and then step in to challenge them further, such as modelling how to tap the tubing with the stick, which the child copies and thoroughly enjoys. Older children remember previous experiences that they have enjoyed and request a pen and paper so that they can make a shopping list. Children use the ride on toys well to visit different shops during their imaginative play.

Staff make some useful observations of children's achievements across the areas of learning identifying their interests to influence future planning. They use a tracker document well to identify gaps in children's learning. Staff are beginning to provide parents with a summary of children's achievements, including the two-year progress check, to identify any learning priorities and how parents can support their children further at home.

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

Children are cared for in a spacious environment, which is well organised to meet individual needs. There are good opportunities for all children to play together as well as younger ones having their own play space and sleep room. Children play with a broad range of good quality toys and resources, which meet their age and stage of development well. Children are happy and settled at the nursery. In particular, young children form strong attachments to their key person. For example, when staff return to the baby area children are quick to reach their arms up for a cuddle. Staff use displays productively to value children's achievements and to share them with parents. Children are keen to talk about the photographs displayed, such as describing a day out where they saw a police tractor. Children behave well and staff work well together, alongside parents, to use consistent strategies.

Generally, staff prepare children well for school. They work in partnership with local schools so that teachers can visit the nursery and get to know the children. Staff create photograph albums to help children become familiar with the school environment and the teachers. Children learn appropriate independent skills, such as changing their shoes for outdoor play and being confident to use the toilet independently. However, staff do not encourage children to prepare their own snack or to serve themselves at mealtimes so that they can make healthy choices and to be further prepared for their next stage in learning.

Children enjoy healthy and nutritious meals, prepared on site by staff that have had appropriate training, such as a roast lunch followed by cheesecake. Children learn about healthy eating and where food comes from as they grow their own fruit and vegetables. Children question each other about why they are watering the plants and show a good understanding of growth-'because it makes them grow big and strong like us'. Children have frequent opportunities to be outside in the fresh air and to be active. Staff provide open ended resources so that children can develop their own games. For example, children show good control as they balance on the stepping stones crossing them carefully.

Children learn good hygiene practices, such as washing their hands before eating. Staff maintain good hygiene while children's nappies are changed and procedures are consistent. Staff use this opportunity well to talk to the children and respond to their babble so that they feel secure. They are respectful asking children if they may remove their nappy and explaining what they are doing. This supports children to feel valued and enhance their self esteem.

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

Children are cared for in a safe and secure environment, which staff risk assess regularly. There are good security arrangements in place to enable staff to protect children. Staff ensure that identification for all visitors is checked and their attendance recorded. Clear and comprehensive recruitment and induction arrangements enable the owners to employ suitably vetted and qualified staff to work directly with the children. The inspection was

brought forward after Ofsted issued a notice to improve staff's understanding of the safeguarding policy and procedures, and in particular, how to deal with allegations made against a member of staff. This inspection found that all staff are aware of good safeguarding practices. They have a secure understanding of the procedure so that prompt action can be taken if a concern arises about a child; this includes the procedure to follow should an allegation be made against another member of staff. All staff carry an identification card that has relevant contact details for key agencies. Staff have good knowledge of the safeguarding and welfare requirements and implement them well. For example, there are robust systems in place to record accidents, existing injuries, incidents and any medication administered in order to share these with parents. Children become aware of their own safety as they participate in regular fire drills.

Staff have developed strong partnerships with parents and have appropriate systems in place to share information with other early years settings that children may attend. There is a good exchange of information when parents collect children and, for the younger children, a well-used daily communication diary supports this. Parents are able to contribute to their children's learning and welfare, such as first steps or changes in the child's diet. Staff provide parents with a wealth of information, including advice and guidance to support their children's learning at home, such as favourite songs and rhymes and information on letters and sounds.

The management team monitor planning and assessment arrangements effectively. Therefore, children make good progress in their learning and development. The small team of well-qualified staff work well together to promote children's welfare and learning effectively. There are good systems in place to monitor staff's professional development, including their training needs and ongoing suitability, such as regular supervision meetings and annual appraisals. The team use a range of tools to evaluate the provision and identify key areas for improvement well. The team have recently recognised the need to enhance the outside provision, such as providing a mound to challenge children's mobility. Staff provide parents with a questionnaire to feedback their views and the staff work with them to improve provision, such as sharing information on the Early Years Foundation Stage. Staff consider the views of the children, such as through the photographs they take which recognises what they enjoy playing with. The staff team have good knowledge of improvements required and have developed appropriate action plans to support and drive continuous improvement.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY409046
Local authority	Somerset
Inspection number	899558
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	20
Name of provider	Elizabeth Emma Wilmore and Keith Wilmore Partnership
Date of previous inspection	10/01/2011
Telephone number	01963 240100

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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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