

Lynton Private Day Nursery

15 Hatton Lane, Hatton, Warrington, Cheshire, WA4 4BY

Inspection date	02/08/2013
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- A suitable key person system is in place so children form good attachments with staff. This ensures transitions are prepared for and appropriate.
- Partnerships with parents are well established and information sharing helps staff meet the individual care needs of children.
- Children enjoy a suitable range of activities which support their interests.

It is not yet good because

- Assessment is not used effectively to show children's next steps and to plan for individual learning and development so they make the best progress.
- The performance management of practitioners is not yet fully embedded to ensure consistent practice benefits children.
- Self-evaluation is not yet fully developed to ensure that the setting is rigorous in developing its priorities and setting challenging targets for future development.

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 all the children's play areas, including the baby room, toddler room, pre-school areas and outside play areas.
- The inspector looked at the children's records, planning documentation, policies and procedures, and a range of other documentation.
- The inspector spoke to staff, including the deputy manager, a parent and to children throughout the inspection.

Inspector

Gillian Kitchen

Full Report

Information about the setting

Lynton Private Day Nursery was registered in 1999 on the Early Years Register. It is privately owned and operates from a large detached house situated in the Hatton area of Warrington. Children are cared for within four designated age-related group rooms situated on the ground and first floor. There is an enclosed area available for outdoor play. Children attend from the local community and surrounding areas.

Five members are qualified to level 3, with one currently undertaking one her level 3 qualification. There is a staff member who is an Early Years Professional and one staff member is a fully qualified Teacher. In addition, the setting also employs a cook and a handyman.

The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. Currently there 31 children who attend daily, with 56 children on roll in the early years age range. It receives support from the local authority early years advisory team.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the information gathered from observations of children's learning and development to accurately assess their progress in order to plan effective next steps for learning.

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

- develop rigorous self-evaluation information gathering processes so that strengths, weaknesses and areas for improvement are identified to develop practice and benefit children
- develop performance management systems in order to provide robust support to practitioners, to ensure that consistent teaching is fully embedded.

Inspection judgements

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

Parents are informed about their child's progress through the sharing of observations in the 'all about me' book. Attachments are good and warm relationships have been

developed with the children, which enable them to feel safe and secure, happy and confident. Children are engaged in a variety of appropriate activities, some of which are adult-led and initiated. There are also opportunities for activities which are child-led. The setting supports children's learning and interests in the environment generally well, with opportunities for them to experience real-life activities. This occurs through visits to the local farm and bringing experiences to the children, such as a chicken hatchery and live chickens, a source of delight for the children.

Staff are developing their knowledge of the learning and development requirements for the Statutory framework for the Early Years Foundation Stage. Children's starting points are established with parents during the initial stages of children's introduction to the setting with individual care plans. The setting plans activities which are based on the children's interests and cover the seven areas of learning. However, assessments of children's learning are not yet consistently rigorous, in order that they are sufficiently challenged to support the next step in their learning.

Support for children's language development is in place but is not yet consistently developed for all children. This is because not all staff role model good speech and language so that children can learn effectively. Most staff extend children's language appropriately. For example, children make pretend pancakes with dough, and staff teach them the words 'pancakes', 'hard', 'soft' and 'moustache', as children put dough on their lips. Children also learn about colours as they repeat words. However, support for children's language development is not yet consistently developed for all children.

Children have suitable opportunities to enjoy learning outside, where some equipment is set out for them. These include paint and an easel and shaving foam in a tray, so children can practise making marks. Their physical development is also suitably promoted as staff provide resources which promote their large muscle skills, such as a rocking horse and climbing frame.

Staff use a range of activities to teach children about the areas of learning. For example, a baking activity is based around a group of children at a table with one bowl between them. They take turns to mix the ingredients together to make chocolate buns. This helps them learn to cooperate and develops their social and emotional skills in readiness for school. A discussion is held about cracking the eggs and where eggs come from. One child knows that eggs came from chickens, and this was shared with all children, which suitably develops their awareness of the natural world.

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

Two-way communication, information sharing and relationships with parents are well developed. This has significantly contributed to the well-being of children, with parents' views being taken account of in the planning of activities for children. Parents are valued and respected. A successful key person system also ensures that staff have all the necessary information to meet children's needs.

Staff help children to learn about keeping safe. For example, they put sun cream on when

they go outside so they are protected. A baking activity leads to a discussion about working with buns when they are hot and the consequences of this. This encourages children to think about safe practices. Children's health is promoted appropriately as they have daily opportunities to go outside, and drinks are readily available so older children can begin to be responsible for their own health needs.

Children are encouraged to adopt positive behaviours, with the use of positive reinforcement and a wall chart for the older children. Consequently, the children are well behaved and encouraged to be courteous to others. Good manners are consistently modelled so that children understand the importance of developing positive relationships with their peers. Children learn to mix with others of a similar age as they play together; this supports their understanding of each other and helps them to understand their own and the needs of others.

Transitions are prepared for in advance with visits and information sharing with the setting the child is moving on to. This means children's emotional needs are met and they settle into their new environments smoothly.

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

The manager has a sound understanding of her role in protecting children and understands the procedures to follow if there are any concerns about a child in her care. All permanent members of staff have completed safeguarding training in order to protect children. Staff carry out risk assessments of the premises, indoors and outdoors, which includes outings. This helps to minimise hazards to children and to contribute to their safety. Satisfactory recruitment procedures also ensure staff are suitable to care for children.

The manager is beginning to develop performance management systems for staff. However, these are not yet fully embedded to ensure that all staff are fully supported in delivering consistent teaching to children. This also has an impact on the monitoring of the educational programmes, which is not sufficiently developed to ensure children's progress is any better than satisfactory.

Staff have some time to reflect on their practice through supervision and staff meetings. However, the self-evaluation process is not yet fully developed to rigorously identify strengths, weaknesses and areas for improvement in order to develop the setting further.

Partnerships with parents are good and written policies are shared with them so they know how their children are cared for. They have good access to their children's development files and can contribute to these at any time. Procedures are also in place to work with local schools that share care of the children so there is continuity in their care and learning.

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	315309
Local authority	Warrington
Inspection number	868298
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	56
Name of provider	Anne Marie Brookes
Date of previous inspection	21/01/2009
Telephone number	01925 730953

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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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