

Lyndene Nursery and Out of School Care

14 Elmsley Road, LIVERPOOL, Merseyside, L18 8BB

Inspection date	29/08/2013
Previous inspection date	13/03/2012

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

- Supporting children's transitions is a strength of the nursery; children have flexible settling-in sessions and have time to get to know their new key person when they move rooms. As a result, they are secure and well settled.
- The outdoor area is well-equipped and offers children challenging experiences, which help them to take measured risks.
- The staff and managers have a good understanding of safeguarding procedures. There are good monitoring systems in place to ensure children are kept safe and secure and almost all staff have current first aid qualifications.

It is not yet good because

- Children's progress is not always assessed effectively or regularly shared with parents. Therefore, they cannot further support children's learning at home. The progress check at age two has not been implemented and shared with parents.
- Occasionally, staff fail to consider that children's behaviour may indicate further support is required. Consequently, children do not always receive targeted support to help them make appropriate progress.
- There are few positive images displayed and some staff have a limited understanding of how to support children's understanding of various faiths and cultures.

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 staff and children engaged in a range of activities indoors and in the garden.
- The inspector spoke with parents to gain their views and read responses to parent's questionnaires.
- The inspector spoke to a number of staff and examined a sample of staff records, such as, recruitment details, training and performance management information.
- The inspector met with the nursery manager and completed a joint observation of staff practice with her.
- The inspector examined a sample of children's learning records and enrolment forms.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Lyndene Day Nursery registered on the Early Years Register and on the compulsory part of the Childcare Register in 2004. It is one of a seven nurseries owned by 'Busy Nought to Fives Nursery Limited'. The nursery is situated in a three storey residence in the Mossley Hill district of Liverpool. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 16 members of child care staff. Of these, 13 hold appropriate early years qualifications at level 3, one at level 6 and one with Qualified Teacher Status.

The nursery is open Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 92 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review children's progress between the age of two and three years in order to identify their strengths and where their progress is less than expected. Provide parents with a short written summary of their development in the prime areas of learning
- identify the learning that takes place when observing children and plan effective next steps to help them progress and include parents in the assessment of their children's development by improving the exchange of information about what they can already do when they enrol, in order to establish effective starting points to aid planning for children's learning
- ensure that a secure foundation for learning is in place for every child, which is consistent and ensures equality of opportunity by; recognising and supporting children's unique culture, teaching children about events and festivals from a range of different cultures and beliefs and displaying positive images that reflect the wider community children live in.

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

- adapt the existing staff training plan to include training on identifying behaviour or aspects of children's development that may indicate they have a special educational need and/or disability or require additional support so that they are supported in making appropriate progress.

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

Children's learning is generally soundly supported across most of the areas of the curriculum. Some staff follow children's interests and interact to extend their learning. For example, they join in children's game of pretending to race cars and extend a conversation about the different cars that children have in their families; children persist with the game as staff add small cars for them to race on the floor. Outdoors, children have lots of opportunities to explore, investigate and refine their physical skills. They enjoy making marks as they pretend to paint the wall with water and hunt for stones that have sparkly surfaces. They practise 'parking' their bikes and build large scale constructions with the support of staff. Pre-school children have a short, taught phonics session every day and so are becoming adept at identifying letters and the sounds they make. As a result, children are helped to develop some of the skills and attitudes to prepare them for their next stage of learning, such as moving onto school.

However, throughout the nursery there are weaknesses in some aspects of understanding the world. There are very few positive images displayed and some staff have a limited understanding of how they can support children's understanding of various faiths and cultures. In addition, the unique cultural background of some children is overlooked and so they miss opportunities to celebrate their similarities and differences. Babies have a wide range of resources available to them. Staff provide sensory activities such as sand, water play and play dough, to encourage their developing curiosity. They model how to squash the dough and offer a commentary of what they are doing and so model language effectively. As a result, babies are active, interested learners.

Parents are not asked to share what they know their children can already do on enrolment. Consequently there are no effective developmental starting points in place, from which, staff can begin to plan for children's learning. Staff observe older children in both group activities and individually. However, group observations do not highlight the learning that has taken place or the specific next step for each child to enable them to make progress. Parents receive some verbal feedback on a daily basis and are invited to annual parent's evenings. However there are too few opportunities to share detailed observations which would help parents to guide their children's learning further at home. In addition, staff have not implemented the required progress check for children between the age of two and three as they are confused about when it should be completed.

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

Children begin to form warm, responsive relationships with their key person during the flexible settling-in sessions prior to taking up a place. Staff get to know children and find out their individual needs, likes and dislikes from an 'all about me' sheet that parents complete. For example, staff in the baby room quickly establish that new babies enjoy watching a ball roll and bounce and so they do this to help them settle and begin to form attachments. Staff complete a 'transition' sheet, which tells parents what their child has been doing and how they are settling in. As children move rooms they are supported by having short visits, getting to know their new key person, before longer sessions develop into a full day in the new room. Some older children getting ready to move onto school have visits to their new school with their key person. They begin to learn the skills they will need, such as using the bathroom independently, clearing away their lunch dishes and participating in large group activities. Consequently, they are generally confident and capable of managing their own care needs.

The environment is bright and attractive. Some areas have recently been redecorated. All the playrooms have low-level storage which allows children to independently access the resources. Some of the playrooms offer direct access to the outdoor areas. This is particularly effective in the baby room, and so offers babies plenty of opportunities to explore the environment. Staff are effective in helping children to learn to be safe. Children are reminded of how to play safely while taking appropriate risks. For example, they are reminded to share and take turns. Outdoors, staff watch closely as children

attempt to reach out and slide down the fireman's pole, offering support only when needed. Consequently, children are challenged in their play and develop a 'can do' attitude. Children generally behave well; they are purposefully occupied and praised for their efforts. Most staff gently remind children to be kind to each other and sit safely on their chairs. However, some staff have not considered the possibility that some behaviours might indicate that individual children need additional support and have not taken a holistic view, when reviewing their personal, social and emotional development. As a result, children do not always get targeted support to help them make the best possible progress.

Children have healthy meals and snacks which include fresh fruit and vegetables every day. Drinks are easily accessible to keep them hydrated. Older children know that some foods help them to become strong and staff explain why pasta and vegetables are good for them. Older children serve themselves at lunch time and independently access the bathroom so they can wash their hands before eating. All children, including babies, have daily access to the outdoor area. The wide range of resources available ensures that they enjoy spending time in the fresh air. Tyre swings, climbing frames and resources for balancing, allow children to expend lots of energy. As a result, children are learning how to adopt a healthy lifestyle.

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

The manager has a good knowledge of safeguarding and ensures that appropriate records are maintained. For example, registers, risk assessments and accidents. Several staff have had recent training in both first aid and safeguarding and so are able to identify possible signs of abuse and know the agencies to contact if required. Information collected at enrolment ensures staff know each child's health and care requirements and so understand their individual needs. As a result, children's health and safety is effectively promoted. The manager is reflective; she knows the nursery's strengths and most of the areas for development and has consulted with parents and staff in producing an evaluation of the setting. Staff have been coached in giving daily feedback to parents.

Partnerships with parents are good, the manager has utilised a number of methods to involve parents in nursery life. Newsletters, noticeboards, questionnaires and email are used to good effect. Special events are arranged to support various charities, such as coffee mornings. As a result, parents comment positively about the setting, they say staff are friendly and they are kept informed about their children's care. The manager and staff are committed to partnership working with outside agencies, such as the local authority cluster groups and attending meetings with health professionals should individual children require specific support. The nursery also works closely with the other settings in the chain. This helps staff to exchange ideas and share effective practice.

The manager monitors the overall development of children as there is a tracking system in place. Groups of children are identified and tracked in all seven areas of learning. This enables the manager to consider whether there are any patterns in children's development

that show some areas are stronger or weaker than others. The most current data is being evaluated and a plan devised to address any weaker areas. However, the manager's methods for evaluating the observation and planning for individual children are weaker, as they are not always effective. Staff working with older children do not always use the observations and assessment of children to plan effective next steps that will move them on in their learning. In addition, staff working with two year old children do not fully understand the process for the progress check, so have not completed them.

Recruitment of staff is thorough and all the required information and checks are in place to ensure their suitability. An induction scheme is in place that explains the health and safety policy and safeguarding procedures. Consequently, new staff confidently describe how they keep children safe. Staff appraisals are planned and peer observations have very recently been introduced. The manager is committed to developing staff practice and is striving to continually improve the nursery for the benefit of the children.

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	EY283756
Local authority	Liverpool
Inspection number	915213
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	92
Name of provider	Busy Nought to Fives Ltd
Date of previous inspection	13/03/2012
Telephone number	0151 724 5694

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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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