

# Lanefields Day Nursery

28 Smithy Lane, Skelmanthorpe, HUDDERSFIELD, West Yorkshire, HD8 9DE

<b>Inspection date</b>	23/08/2013
Previous inspection date	22/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Children form very warm and secure attachments with their key person, which promotes extremely well their sense of security and confidence.
- Numerous successful mechanisms are in place to ensure two-way communication with parents; this supports parents to be comprehensively involved in their children's care and learning.
- There is a strong emphasis on enabling children to develop a love of books, which supports them to make very rapid progress in their concentration and literacy skills.
- Children with special educational needs and/or disabilities are warmly welcomed, ably supported and fully included in the life of the nursery, which benefits all children.
- Children's safety is given the utmost priority as staff take all the necessary steps to keep children healthy and safe.
- Managers are highly committed to ensuring that children receive the very best experiences while in the nursery. They have put in place highly effective systems to ensure a quality service so that children make very good progress. Self-evaluation is an ongoing process that fully takes account of the views of children, parents and staff.

## 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 engaging in a range of indoor and outdoor play and learning activities, and daily care routines with the children.
- The inspector talked to children and staff, and also held discussions with the manager and deputy during the inspection.
- The inspector undertook a joint observation with the manager of the nursery.  
The inspector looked at children's individual files, containing assessment documents and evidence of their progress. The inspector also reviewed planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other supporting documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection. The inspector also reviewed questionnaires completed by parents obtained from the provider of the nursery.

## Inspector

Anne Mackay

## Full Report

### Information about the setting

Lanefields Day Nursery registered in 1996. It is one of two nurseries owned and managed by Jitterbugs Nurseries Limited. The nursery is located in Skelmanthorpe, Huddersfield and serves the local community and surrounding area. It is registered on the Early Years Register and both parts of the Childcare Register. There are four main play areas, two kitchens, two offices, a staff room and toilets for children and adults. There are also three enclosed outdoor play areas.

The setting is open Monday to Friday, all year round from 7.30am until 6pm. There are currently 84 children attending who are in the early years age range. Children attend for a variety of sessions. The nursery also provides wrap-around care for children who attend local nursery schools and reception classes.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery employs 21 members of childcare staff and all hold appropriate early years qualifications at level 2 and 3 or above. Lanefields Nursery is a member of the National Day Nursery association.

### What the setting needs to do to improve further

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

- build on current systems to evaluate and monitor practice to ensure that the first-rate practice already achieved is sustained and consistently improved upon.

## Inspection judgements

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

Children thrive and are well motivated to learn in this first-class quality nursery. Staff have an excellent understanding of the Early Years Foundation Stage and provide a rich, varied and imaginative range of activities to foster children's learning and development. The bright, stimulating and extremely well-organised environment, both indoors and outdoors, ensures that all children make rapid progress given their start points and capabilities. Children choose what they wish to play with and they benefit greatly from opportunities to be independent, active learners. For example, babies enjoy the feel and sound of new textures as they grasp and scrunch up their hands in different bowls of dried foods, showing delight when they mix it all up. Older children enjoy dancing and singing together as a group, supported by a member of staff who encourages them to count how many

times they can hop on one leg in time to the music.

There is an extremely sharp focus on helping children to acquire communication and language skills and practitioners skilfully support a love of reading. Each room has a book coordinator who makes sure that there is a wealth of interesting stories close at hand. Reading forms part of the daily routine of the nursery. Younger children laugh and enjoy practising words as they join in the chorus of a much loved familiar story. Older children are proud of the story books that they have created. As a result, children's imagination is stimulated and the seeds of what they want to achieve in the future are sown. Children are exceedingly well prepared for school and their next stage of learning. For example, pre-school children learn about social skills as they sit together in a circle, eagerly putting up their hands to answer questions and taking turns. Everyone happily takes part in a game about finding colours. They help each other problem-solve, getting lots of praise from practitioners as they work out the answers to the questions they have set for each other.

Assessments of children of all ages are precise and clearly focused and parents are supported to make a substantial contribution towards their children's learning. For example, children take home activity sheets about a 'rap' they are creating or animal colouring sheets and bring them back the next day to talk about in nursery. Parents are encouraged to have ongoing input through filling in 'Wow' sunflower cards that celebrate successes at home. A robust system is in place for tracking and analysing children's learning and progress.

Children with special educational needs and/or disabilities are very well supported. Staff use additional resources and effectively adapt their teaching methods to meet these children's needs. Staff learn additional skills, such as sign language or the administration of emergency medicine, so that they can be confident that they can fully support children's additional needs. Staff make sure that all children are fully included within all activities. As a result, children with additional needs blossom and achieve to the very best of their abilities. Children enjoy a wealth of exciting opportunities to engage in physical play, using climbing equipment inside, playing daily in the outside areas. Toddlers love playing in the large sandpit, and skilled practitioners support them in counting to twenty as they wait for their chocolate cakes to bake in the sand oven introducing them to shape, size and temperature as they slice up their cakes and serve them to their friends. As a result, all children receive optimal challenge as they progress towards their early learning goals.

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

Highly enthusiastic and child-focused practitioners combined with the successful implementation of the key person system ensure that all children form exceedingly secure, emotional attachments. This provides a very strong base for all children to develop skills for their learning. Children show an extremely strong sense of belonging and display high levels of confidence and self-esteem. For example, babies have lots of fun at special 'tummy time' delighting in being tickled as they kick and stretch their muscles. Toddlers really enjoy choosing for themselves whether to paint indoors or play outside. Children's

sense of belonging is reinforced as they chatter happily about their families and holiday plans, because practitioners take time to make sure that they know their families very well.

The nursery offers the children a highly interesting environment from the three recently upgraded outdoor areas to the bright and welcoming different playrooms that cater for different age groups. The displays of the resources throughout the nursery encourage children to select for themselves what they would like to play with. In the baby room, for example, staff rotate frequently treasure baskets on the floor to keep children's interest. Resources for pre-school children are also often changed, and children's interests are reflected throughout the displays of their work. For example, a book about aliens sparks off an array of children's models of space ships that are suspended from the ceiling. This gives children a sense of pride and belonging.

Children enjoy a wealth of nutritious meals and snacks that are prepared on site. Menu plans are rotated on a six weekly basis and individual dietary preferences are well known by all staff and closely observed. Mealtimes are social, relaxed occasions when children talk happily with staff and friends. Children's independence skills are fully supported, as they are encouraged to serve themselves.

Children learn about expected levels of behaviour because staff act as extremely effective role models. Children's behaviour is exemplary because staff provide clear boundaries and staff quickly notice when children need additional support. Children quickly learn the rules and fully understand the reasons for them. For example, children are reminded in circle time to wear sunhats and suntan lotion before going outside, and they understand the importance of avoiding sunburn.

Partnerships with other early years providers are very well established and information is shared to support children's continuity of learning. To support their transition, class teachers from local schools visit nursery and children are invited to take part in celebration events at school. This enables them to become familiar with their new schools before they move on.

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

Children's safety is a priority for everyone working at the nursery. The management team set the tone by undertaking regular safeguarding audits of the nursery to ensure that everything possible is done to ensure the safety of children. Robust risk assessments are conducted and reviewed on all aspects of the provision. A rigorous system of daily visual checks, indoors and outdoors, ensures that all equipment and resources are safe for children's play. Safeguarding and their role and responsibilities relating to it are fully understood by all practitioners. For example, the personal mobile phones and cameras of staff are stored away from children's areas. Staff attend refresher training and policies and procedures are regularly updated. The high degree of commitment to safeguarding is further assured as staff and parents are fully consulted about any changes that are made.

Leadership is inspirational and, as a result, the staff group are highly motivated and provide vibrant and high quality learning experiences. The nursery has comprehensive, well-organised systems in place to provide exciting and child-focused activities and this helps children attending make excellent progress in their learning and development. The key worker system works extremely well, they have clear systems for monitoring children's progress and fully encourage children in their next steps in learning. Practitioners use data provided from the local authority to analyse further children's progress and so that they take action to address any gaps. For example, staff identified a need to provide boys with additional support in developing their literacy skills. As a result, staff put a greater emphasis on making writing exciting.

A robust process of self-evaluation is well established. It highlights the strong emphasis on maintaining high levels of achievement for all children and focuses on the impact of teaching on children's learning. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. The continuation of this process enables staff to ensure the provision and practice continues to improve and provide the best possible learning outcomes for all children. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. High quality professional supervisions are in place and staff are regularly observed by the manager to ensure their practice is consistently high at all times. As a result of regular observations by the manager, strengths and weaknesses of staff practice are identified and they are supported to improve their practice through professional development training. Room leaders provide enthusiastic support to newer members of staff. The ethos of continuous improvement, set by the management team, enables all staff to share knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning.

There are highly effective partnerships with parents. Parents are fully aware of the experiences their children are having. Regular newsletters keep the parents well informed of what is happening at the nursery. Parents are extremely pleased with the nursery and they state how friendly and helpful the staff are. Their children enjoy coming here and they can see the progress their child is making. Staff have excellent links with other professionals, such as speech therapists, physiotherapists and social workers. This helps them to support children extremely effectively.

### **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

<b>Unique reference number</b>	311393
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	915512
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Jitterbugs Nurseries Ltd
<b>Date of previous inspection</b>	22/11/2011
<b>Telephone number</b>	01484 862695

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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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