

Lawnswood Nursery

c/o Shirley Heath Junior School, Coombe Road, Shirley, Solihull, West Midlands, B90 3DS

Inspection date	11/09/2013
Previous inspection date	11/02/2013

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

- Children receive good levels of care from an established team of staff, who respond well to children's individual needs. This results in children who are secure, happy and confident to express themselves.
- Good support is provided that helps children to gain confident communication and language skills, which helps them develop the skills needed to support their future learning.
- Children are happy and approach their activities with enthusiasm. They enjoy the good range of activities on offer, particularly outings to the wider community, which helps them understand the wider world.
- The nursery has positive relationships with parents and additional agencies, which ensures an effective sharing of information regarding children's care, learning and development and helps children and families access the support they need.

It is not yet outstanding because

- There is further scope to provide babies with low-level equipment, so they can pull themselves up to a standing position, to best support their early physical development.
- There are further opportunities for staff to include children in discussions during mealtimes, so they develop an understanding of the importance of a healthy diet.

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 carried out a joint observation of interaction between staff and children, with the manager of the nursery.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector spoke to the manager, deputy and other staff throughout the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Susan Rogers

Full Report

Information about the setting

Lawnswood Nursery was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the grounds of Shirley Heath Junior School in Solihull and is privately managed by a limited company. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, from 7.30am until 6.15pm. Children attend for a variety of sessions.

There are currently 46 children on roll, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide even more support for babies physical development, for example, by providing low-level equipment, so they can pull themselves up to a standing position

- promote children's understanding of the importance of a healthy diet, for example, by including children in discussions about this during mealtimes.

Inspection judgements

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

Children enjoy their learning at this nursery as they are supported by knowledgeable and caring staff. Staff plan interesting and stimulating activities for all children using their knowledge of children's different play preferences to ensure children access stimulating learning opportunities. Children's individual learning journals track their progress and link this to the seven areas of learning with evaluative summaries that give regular assessments of each child's progress. As a result, key persons assess if there are any gaps in children's learning, discuss this with their parents and access relevant support for each child. There are close links in place with outside agencies and the nursery works particularly closely with the attached children's centre. As a result, staff are knowledgeable

regarding the support services that are available and sensitively signpost parents towards help if required. Effective partnerships with parents supports children's extended learning in the home environment. For example, staff readily discuss children's progress as parents arrive to collect or bring their child into nursery. Daily contact books, regular parents evenings, social events and parents access to their child's assessment record, all provide opportunities for parents to discuss their child's progress with staff. Children's assessments are accurately completed when they start attending nursery, which ensures that staff make immediate plans for their further development. Staff are skilled at supporting children, who speak English as an additional language as they learn key words, which clearly values the child's first language. Children who have special educational needs and/or disabilities have very good care as staff are skilled at working alongside additional agencies and following individual education plans, which ensures that all children make good progress in their learning and development.

Children enjoy exploring the interesting and varied environment. They investigate the properties of sand and water mixed together, pouring the mixture from one container into another. They are well supported by staff, who encourage children to extend their vocabulary by describing what they see and what they feel. Children learn about positional language as they describe one container being full and the other one having nothing in it. This provides good opportunities for children to communicate effectively and with confidence. Children sit together at circle time and share stories. This gives opportunities for staff to build on what children already know as children predict what will happen in the story and relate this to their experiences at home. Children are developing a sense of responsibility as they visit the bathrooms independently and help to clear away toys and activities at the end of the session. They sit together in their family groups at lunch time and older children are learning how to pour themselves a drink and help serve each other dessert. As a result, children develop a strong sense of pride and adopt tolerant and respectful attitudes towards others, which provides them with effective skills in preparation for them moving onto full-time school. Children have very good opportunities to learn about the wider world. Staff organise outings for older children using trains and buses to Birmingham airport, which children thoroughly enjoy. Staff ensure that children of all ages have regular outings to the local supermarket, parks and the local pet shop. This encourages children to learn how to keep themselves safe outdoors. Children learn about the natural world as they use the school gardens to observe the growth of plants and collect bugs and insects. Children grow herbs and vegetables in the nursery garden, which they enjoy harvesting and eating in nursery. There are digging areas in the garden for children to develop physical skills as they use tools and equipment and invent imaginary play scenarios. Younger children who are cared for in the baby room enjoy good support from staff. They remain on the floor with children at all times, which encourages children to confidently explore. Staff ensure younger children are stimulated with a range of interesting activity toys and a range of sensory experiences. Children are keen and eager learners as they enjoy broad learning experiences. As a result, they make good progress in their learning and development through well planned support provided by staff.

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

Staff are caring and considerate and ensure that they have a thorough knowledge of children in their care. Children's transfer from one room to another is managed very sensitively as staff and parents work closely together to ensure that this experience is enjoyable and that the time is right for each child. Parents are encouraged to stay with their child when they first start at the nursery, so that staff understand their care needs and stages of development. As a result, children and staff build up very good relationships with each other and the key person system is effective, which helps children to feel safe and secure. Children respond effectively to the well-structured routines that enable them to feel comfortable in their new environment. Children sleep in safety and comfort. For example, older children sleep in a designated section of the room, so that other children can continue with their activities. Younger children sleep in a peaceful and secure environment as staff ensure the room is quiet, which encourages children to settle and sleep soundly. Staff remain with children at all times while they sleep to reassure them when they wake. Children are learning how to manage their own personal needs as older children visit the bathrooms independently, promoting their independence. Children learn how exercise and fresh air contributes to a healthy lifestyle as they use a range of climbing frames and wheeled toys and use the outdoor play environment regularly. There is a varied menu that is nutritious and meets children's different dietary needs and they are able to choose from a selection of fruit at snack time. There is further scope, however, for staff to talk more to children about the food that keeps us healthy, to extend their understanding further. Children enjoy active physical play, which promotes their healthy growth and development. They are becoming aware of how to play safely around others and to manage risks, for example, as they take turns to climb over and crawl through small play equipment.

Children learn to keep themselves safe both indoors and outdoors as they move around the premises safely and enjoy the challenges of climbing and sliding down equipment when outdoors. There is, however, scope for younger children to have greater access to equipment to pull themselves up to further promote their mobility and walking skills. Children behave well. They are considerate and kind to one another and learn from the positive examples provided by caring and attentive staff. Staff manage children's challenging behaviour positively. Staff ensure children are safe at all times if there is any challenging behaviour and offer explanations to children or appropriately intervene if behaviour is inappropriate. Children are given plenty of praise and encouragement as staff focus on promoting their positive behaviour. They learn to share equipment and are learning how to actively include other children in their play, recognising this makes their learning experiences more interesting. As a result, children are developing friendships, which provides good skills to help them when moving onto the next stage in their learning.

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

Regular appraisals, staff meetings and observations of staff interaction with children, ensures that there are effective monitoring systems in place. This in turn, ensures that children are provided with a broad range of learning experiences that interest them. Staff performance is measured and very effectively supported. Staff are provided with regular training opportunities through the local authority and as a result, develop professionally as

they continually improve their skills. The staff group are very supportive of one another and as a result, manage an environment that is able to change in response to children's varied needs. Staff have a very good understanding of safeguarding children and through the comprehensive policy ensure that any concerns in respect of a child's care, are responded to promptly. The induction of new staff ensures that they have a full understanding of safeguarding children. Vigilant and attentive staff ensure that children are safe at all times as they supervise children well and ensure that the environment is kept safe and secure. Measurement of the nursery's effectiveness is meticulously managed. Staff clearly document the progress they make, so that targets for further developments and improvements are clear and challenging. For example, the nursery plans to further develop the outdoor area. To ensure that these plans are accurate and fully meet the needs of children, the opinions of parents and children have been collected, so that they are fully informed and are actively involved. Parents questionnaires, newsletters and regular discussions with parents as their children are collected, provides an additional means of clearly targeting any improvements in the nursery. A range of social outings that include parents and children, helps maintain effective partnerships with parents and enable parents to discuss their child's progress in less formal surroundings. Parents evenings and discussions as their child is collected further enhances parents' understanding and knowledge of their child's progress and the activities they enjoy in nursery. This promotes children's continuity of care as parents are then encouraged to continue with their child's learning when they return home.

Children are supported as they transfer into full-time school as staff complete a transfer document, which ensures the child's new school is well informed of children's stages of development. The nursery also provides parents with their child's learning journals and welcomes visits from teaching staff. Effective partnerships with additional agencies ensure that children are thoroughly supported when they have an identified need. The nursery staff are currently working closely alongside other professionals and parents, using their advice and support 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

Unique reference number	250082
Local authority	Solihull
Inspection number	931379
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	46
Name of provider	Lawnswood Childcare Ltd
Date of previous inspection	11/02/2013
Telephone number	0121 733 6605

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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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