

Little Lingfields

Building 9, Lingfield Point, McMullen Road, Darlington, DL1 1RW

Inspection date

25/11/2013

Previous inspection date

18/04/2011

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

- Teaching is good because the vast majority of practice is very strong and staff are skilled in engaging children's interest and motivating them to learn. As a result, children make good progress in relation to their starting points.
- Children receive warm, loving care and attention from the staff, promoting their emotional well-being at all times.
- The management team ensures that safeguarding and child protection policies and procedures are understood and implemented by staff at all times, so that children are safe.
- There is good engagement between key persons and parents. This ensures that everyone is kept well informed about children's developmental progress over time and that children's well-being is fully fostered.

It is not yet outstanding because

- There is scope to enhance the resources for imaginative play and books in the Little Investigators room, in order to create more stimulating surroundings and rich learning opportunities.

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 spoke to the children and staff and held discussions with management.
- The inspector observed activities in the four playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector
Lynne Pope

Full report

Information about the setting

Little Lingfields was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Lingfield Point business park in Darlington, County Durham and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from five playrooms in a purpose built building and there is an enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 83 children attending who are in the early years age group. 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 stimulating resources that give children rich learning opportunities through play in the Little Investigators room, particularly in the imaginative play and book area.

Inspection judgements

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

The quality of teaching is good because staff caring for the children work hard together to ensure children make good progress in all areas of their learning and development. This is because they have a good knowledge and understanding of the seven areas of learning. Consequently, this enables them to observe and efficiently assess and monitor children's progress over time. Staff record observations of children and use this information to inform planning based around children's interests and needs. Children's current interests and their individual areas of development are very clearly reflected in planning, which shows how well staff know the children. The assessment and tracking processes of the children are robust enough to enable each child's key person to successfully complete the progress check at age two years and identify any gaps in children's learning. This enables them to be able to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs.

Children are cared for in rooms according to their age and ability and confidently explore their environment and are keen to try new experiences. Teaching is good; staff support children in their self-chosen activities, talking to them as they play and joining in where appropriate. For example, staff encourage children to count in a variety of situations. Children play in the sand tray and when they draw a number two in the sand and say that it is a 'two', staff acknowledge that they are right and praise them for their efforts. Other children are busy painting and say they are painting a house. Staff ask how many windows does their house have and children say 'four'. Staff use effective teaching strategies to promote children's communication and language skills. They encourage the early sounds that babies make as they babble to themselves as they explore the resources in their room. Staff encourage older children to make their own decisions and listen carefully to what children have to say. For example, children are confident to ask staff for snack when they become hungry. From a young age, children make marks on paper in various ways. They use paints and brushes, pencils, crayons and felt-tips. This leads to them developing early writing skills as staff help them learn how to start to form recognisable letters, which leads to the oldest children writing their names. Children develop an appreciation for books. This is because staff listen to children's opinion about which books they would like to be read to them at group time. Some books encourage children to enthusiastically join in and do some of the actions. Staff ask children what is going to happen on the next page and questions to make children think, such as 'What do we need if it rains?' to which children reply 'umbrella'. This fully involves children in the stories, shows them that print has meaning and helps their listening and attention skills. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

There is a strong partnership with parents, as staff encourage them to share information about their children each day. Staff incorporate parents' comments into children's learning journey records and use this information to plan future activities based on children's interests. Parents have attended events, such as an open day at the nursery, where staff share how they can best support children at home and parents can see how their children learn through play. Parents' evenings are held twice a year, so that parents can view their children's development records and agree the next steps for their children's development. Along with verbal communications and written information about each child's day in nursery, parents are well equipped to carry on their children's learning at home.

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

Staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is fostered well. Settling-in visits help children get to know their new surroundings, the staff and other children prior to starting. This means that there is a smooth transition from home to the nursery. Staff observe how children settle in and who they form a close attachment to, before assigning children a key person. Children show that they feel safe and secure because they happily separate from their parents. Older children confidently select their chosen activity, become engaged in their play and chat happily to their friends. This supports them in developing trusting relationships.

Children are supported well as staff help them learn how to manage their own behaviour and become tolerant of others, for example, sharing and waiting their turn. Staff talk to children in a calm manner explaining how to behave and give lots of praise to develop children's self-esteem. Stickers are a visual reference when children do well, such as helping to tidy resources away and they are proud to show that they have received one and recall what they did to receive it. Children learn how to be safe in a variety of ways. Staff give timely reminders about not running indoors and explain that it is better to run outside where there is more space. They explain why children need to sit down when eating their snack and older children develop an understanding that they might choke. The police have visited and talked to older children about 'stranger danger', which helps them to learn about what a stranger is and what to do if they are approached.

Staff provide a very stimulating environment for children. The outdoor environment is well resourced with a wide range of good quality equipment, activities and positive interaction, which engages their interest and develops independence. Most of the playrooms are attractively set out with resources at child level and easily accessible, so that children can make their own choices about what they want to do, which develops their independence. However, the book and imaginative areas in the Little Investigators room have minimal resources set out, which results in children not being fully engaged in these areas as their interest is not stimulated. Children's good health is promoted really well through sensible routines and a commitment to a healthy lifestyle. They are provided with a range of freshly prepared, nutritious meals, including breakfast, lunch and tea. At snack time, they are encouraged to try the different fruits available and at group times, staff talk to children about different fruits and vegetables and what is good for them. This helps children to learn about healthy eating. Staff help children to learn self-care skills by showing them how to feed themselves at mealtimes. Soft music plays in the background at lunchtime, promoting a quiet, calm atmosphere, where children enjoy their food. Children learn about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. This supports children's growing independence as they do things for themselves.

Physical development is positively promoted as children's active play is effectively encouraged. Children are frequently asked by staff if they would like to play outside. Management ensure that there is sufficient staff working with the children, so that those that want to stay inside do so while those that want to play outside are supervised appropriately. Indoors, babies are well supported by staff, so that they start to sit by themselves unsupported and develop self-control skills in moving their bodies as they reach for the toys around them. In the garden, children have a wide variety of activities to take part in. They sit with staff in comfort and look at books. Staff have provided a digging area in the soil where they use trowels and toy diggers. Their physical development is encouraged as children build obstacle courses with wooden planks that they balance on and they practise spinning a hoop around their waists. Staff stimulate children's imagination through providing resources, such as camping equipment and sleeping bags. They play alongside children, showing them how to do the zip on the sleeping bag, so that they can get inside. Outdoor play is supplemented by children being able to access dance classes run by a local dance teacher and football coaching sessions run by a sports academy to encourage a wide range of movements. There is a soft playroom also, where children can take risks in a safe environment. They go in, in small groups and staff talk to

them about safety while using the equipment and why they have to look out for other children while they play. Staff have a good knowledge of how to prepare children for moving to another setting. The transition to other settings is effectively planned and children receive good support from key persons to help them with this move, usually to school. Teachers are invited into the nursery to meet the children and records of children's abilities are shared and discussed to aid them in making the move.

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

The nursery is led by a dynamic and enthusiastic management team who are genuinely passionate about providing high quality care and education for children. All staff understand their roles and responsibilities to protect children. They are vigilant regarding child safety and are proactive to minimise potential hazards, enabling children to explore safely and freely. Complaints from parents are dealt with effectively and a record is maintained that shows how they are investigated and the outcomes. Excellent adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. Recruitment procedures are robust and all staff undergo checks to ensure they are safe and suitable to work with children. They are all required to complete key courses, such as safeguarding level one and first aid training and are clear about what to do in these situations. Staff cascade their training to other staff, so everyone benefits from shared ideas and practice. New staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. Three monthly supervision meetings are held by room leaders in their rooms and annual appraisals are held with the manager to discuss staff's strengths and weaknesses in practice and to identify any training needs. This means that their ongoing suitability is closely monitored. Recent training has involved staff in learning about the correct portion sizes for mealtimes for children and the amounts for each food group the children should have daily. This has resulted in the staff changing the menus to meet this guidance, which results in the meals being more efficiently organised to benefit children's good health.

Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. In particular, the recording of accidents has recently been reviewed and amended to include any accident that a child has in nursery being recorded, even when there is no physical sign of injury. This ensures children's safety and well-being is effectively promoted. The management team ensures that ratios are well maintained at all times, effectively supporting the safety and security of all children. Self-evaluation is a real strength of the provision and the management team and staff have identified areas of improvement. The nursery has a challenging improvement plan, which they continually review. This includes feedback from parents through the comments they attach anonymously to the parents' notice board and questionnaires, which seek their views on the running of the nursery. This shows that the management team and staff are able to continuously improve the nursery and improve the care and learning for the children. The recommendations raised at the last inspection have been implemented. For example, nappy changing facilities are available in the rooms that cater for children in nappies,

which saves staff and children having to go out of the room to the bathroom to change nappies. Good processes are in place to monitor children's overall progress in their learning and development. The management team work very closely with staff. They review the tracking sheets that staff complete for their key children, which helps them to identify if there are any delays or gaps in children's development that need to be addressed.

Partnership working with other agencies ensures that children's needs are fully identified and met. Very positive and trusting partnerships are established with parents and daily verbal dialogue is encouraged. Parents receive monthly quality newsletters from each playroom and can review detailed notice boards and displays in the hallway to gain further information about the nursery. For example, attractive displays explain what the Early Years Foundation Stage means and how staff implement it through planning and reviewing children's progress. Activities that they can carry out at home are displayed, along with leaflets, such as recipe sheets that they can do with their children. This encourages them to continue children's learning at home. Parents' comments received during the inspection, are very positive. They state that they are kept well informed about their child's day through discussions and a sheet that staff fill in about meals and toileting. They recommend the nursery saying they have no complaints.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY346141
Local authority	Darlington
Inspection number	940397
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	83
Name of provider	Nicola Marie McGee
Date of previous inspection	18/04/2011
Telephone number	01325 354930

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Type of provision

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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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