

Lyndhurst Early Years @ Cleveland Hall

Lyndhurst Early Years, Cleveland Hall Community Association, Beacon Lough Road, GATESHEAD, NE9 6TA

Inspection date	06/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress in their learning and development because staff provide a wide range of experiences and opportunities to meet their individual needs and support the next stage in their learning.
- A well-established key person system helps children form positive relationships and secure attachments, which promotes their well-being and development.
- Staff demonstrate an effective knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust policies and procedures are implemented, which ensures a safe and secure environment for the children.
- Children are supported in their learning at home as good partnerships are in place to involve parents in their child's learning and development.

It is not yet outstanding because

- There are opportunities for children to further develop their early reading skills by enhancing environmental print throughout the nursery.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery room.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Lyndhurst Early Years @ Cleveland Hall was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is located in a residential area in Gateshead. It operates from a large playroom in Cleveland Hall Community Association. It is managed by a limited company. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs three members of childcare staff. They all hold appropriate early years qualifications at level 5 or above, including two members of staff with Early Years Professional Status. The nursery receives support from the local authority.

The nursery opens Monday to Friday from 8am until 6pm, during school term time. Children attend for a variety of sessions. There are currently 17 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports 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:

- further develop the already good educational programme for literacy by enhancing environmental print by using words, signs and numbers to label resources.

Inspection judgements

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

Staff have a clear and detailed knowledge of the Statutory framework for the Early Years Foundation Stage and how to promote all aspects of the children's learning and development. They provide a wide range of interesting and exciting learning opportunities and experiences both in the indoor and outdoor environment, which are extended to meet the individual needs of all children and to support their future learning. The quality of teaching is good and as a result, children make good progress overall in their learning and development, particularly in their mathematical skills. Staff provide regular opportunities during day-to-day activities to develop the children's awareness of early numbers and counting. For example, children sort and match insects into labelled pots and are able to identify numbers when adding and removing the people from the toy cars. As a result, children are very happy and engaged at nursery and show confidence and motivation to learn.

Very good opportunities are provided for the children to achieve high levels of physical

development through activities, such as, group music time where they sing songs, dance, make actions and movements, including hopping, skipping and marching. In the outdoor environment, children have access to a variety of open-ended resources and enjoy playing with tyres and crates, riding bikes and making marks on chalk boards to develop their early writing skills. As a result, children effectively develop the skills required for the next stage in their learning at school. All resources are easily accessible and children are encouraged to make independent choices. However, there are opportunities for children to further develop their early reading skills by enhancing environmental print throughout the nursery, for example, by using words, signs and numbers to label resources.

Staff complete thorough assessments and tracking documents, which demonstrate that the children are making significant progress during their time at the nursery. They have high expectations of all children and regularly evaluate the children's play activities to identify their next steps in learning and inform the planning systems. Individual learning journey records and summaries of learning are completed for all children. Parents are actively encouraged to share information about their child's learning at home and staff successfully keep parents informed about their child's development and achievements. Staff have implemented the progress check for children aged two and share this information with parents. Children with special educational needs are well supported as staff work effectively with external agencies and other professionals, such as, speech and language therapists to support their learning and development. Children have individual plans in place and actions are devised to ensure that they make sufficient progress whilst at nursery, given their starting points.

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

Children are provided with a warm, welcoming and stimulating environment, which supports their development and well-being. A well-established key person system helps children to form positive relationships and secure emotional attachments. Staff address the individual needs of the children and work closely with parents to support their overall development. Parents spoken to at the time of inspection comment that they feel supported by the staff and their children are happy and enjoy their time at the nursery. Transitions are well planned, which ensures the children are supported for the next stage in their learning when leaving the nursery. Although the nursery has only been open for a short period of time, there are clear plans in place for the children to visit the local schools and invite the teachers to attend the nursery. Staff recognise the importance of sharing relevant information and working together to meet the individual needs of the children.

Staff provide very good opportunities for children to be independent learners through day-to-day activities by accessing their own resources, washing their own hands and putting on their own painting aprons. Independence is further promoted during snack time when children butter their own toast, select their own drink, tidy away and wash their own dishes. Children are provided with nutritious and balanced snacks as well as drinking water and milk to develop their understanding of a healthy diet. Staff promote healthy lifestyles throughout day-to-day activities by talking to the children about the importance of healthy eating and exercise. Children are encouraged to manage their own personal

needs and promote their own health and well-being. Daily outdoor and physical development activities are provided to ensure that the children can be active.

Children respond well to the clear boundaries in place, as a result, children's behaviour is very good. Staff are good role models and effectively manage any minor disagreements by talking quietly to the children and explaining what is acceptable behaviour. Children's self-esteem and self-confidence is promoted by constant praise and reassurance from staff. Staff support children well to feel safe and to learn about potential hazards during day-to-day activities, for example, they learn to negotiate spaces during a group music activity. Staff set a positive example by reinforcing the importance of sharing and taking turns, this results in children being considerate and respectful of each others needs.

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

The manager and staff have effective knowledge and a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust policies and procedures are implemented to ensure a safe and secure environment for the children. A lead practitioner for safeguarding is in place. They have attended relevant training and fully understands her role and responsibilities within safeguarding. There are detailed written risk assessments to ensure children's safety in the indoor and outdoor environment. All required documentation, such as, health and safety checks are maintained and monitored regularly. The manager has a good understanding of recruitment, vetting procedures and the induction process to ensure that staff are suitably experienced and well qualified.

The manager has a secure knowledge and a good overview of the curriculum through detailed monitoring of the educational programmes, learning journeys and planning documentation. As a result, staff are consistent and precise within their work and display an accurate understanding of all children's skills, abilities and progress. The manager spends time working in the nursery room and observing practice to identify what is working well and what needs improvement. Thorough tracking systems are in place so children with identified needs are targeted and supported to meet their individual requirements. Performance management is effective and staff are supported well through regular supervisions and appraisals as they are given the opportunity to discuss achievements, targets and professional development. The manager shows a clear vision for the nursery and staff continually reflect on their daily practice to identify their strengths and future improvements.

There are well-established partnerships with parents, which make a strong contribution to meeting the children's individual needs. Parents make comments, such as, 'the staff are friendly and my child is very happy'. The entrance area of the nursery and the parents' room provide good quality information for parents, this ensures they are well informed and effectively signposted if they require additional help and support. Staff work well with external agencies and other professionals to ensure that children receive the appropriate intervention and support needed. The manager understands the importance of working in

partnership with other providers and local primary schools to support the children's learning and promote effective transitions.

The Childcare Register

The requirements for the compulsory 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	EY466945
Local authority	Gateshead
Inspection number	929080
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	17
Name of provider	Lyndhurst Early Years Limited
Date of previous inspection	not applicable
Telephone number	07913607258

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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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