

Lambley Day Nursery

The Old School Room, Church Street, Lambley, Nottingham, Nottinghamshire, NG4 4QB

Inspection date	10/12/2013
Previous inspection date	03/05/2011

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 requires improvement

- Children form secure emotional attachments to practitioners. Consequently, they are happy, confident and content.
- Children are prepared well for the next stage in their learning. This is because appropriate support is given to help them settle in, move rooms and transfer to their next schools.
- The manager has good systems in place to ensure the correct ratios are maintained and practitioners are deployed well, particularly in the main room. This means that children are supervised well at all times and are safe in the nursery.

It is not yet good because

- Practitioners do not robustly or consistently assess children's development. Therefore, activities are not always planned to challenge children, in order that they make best progress.
- The manager does not effectively monitor assessments or track the progress of groups of children. This means that she does not have a clear overview of children's progress, in order to target support if necessary.
- The organisation and range of resources available in the baby room is not fully effective in supporting children's independence and engagement.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plans.
- The inspector spoke with the owner, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full report

Information about the setting

Lambley Day Nursery has operated under the current private ownership since 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted school premises in the Lambley area of Nottinghamshire and there is an enclosed area available for outdoor play and learning. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two hold them at level 2.

The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- ensure the assessment process is robust enough to clearly identify children's starting points, next steps and plan challenging experiences for each child, so they make better than satisfactory progress in their learning and development given their starting points and capabilities.

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

- improve the monitoring of planning and assessment to ensure children's progress is effectively tracked, in order to ensure consistency and target support where necessary, so all children make good progress
- increase children's independence and engagement by ensuring a full variety of activities and resources are more easily accessible to them. This is in specific regard to the baby room.

Inspection judgements

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

Practitioners have a satisfactory understanding of the learning and development requirements and of the seven areas of learning. They demonstrate an acceptable

understanding of how children learn, ensuring they make satisfactory progress. Practitioners also know individual children and are mostly aware of what they can do and like doing. However, processes for observing children and using the observations to assess their learning and development are not consistently carried out. Therefore, not all practitioners have up-to-date information to effectively plan for children's next steps in their learning. Consequently, some children are not being challenged to make better than satisfactory progress, in order to prepare them well for the next stage in their learning.

Practitioners have informal discussions with parents when they drop off and collect their children from nursery, so they are receiving sufficient information about their child's care and development. Children's development folders are shared with parents as and when they wish to view them. As a result, parents have a suitable insight into their child's learning. Practitioners are beginning to offer ideas of how to extend and support children's learning in the home environment. For example, they let parents know which phonic books they are using in nursery and where they can obtain them. Practitioners have developed appropriate systems to enable relevant assessments to be made to inform the progress check at age two years and these are shared with parents.

Children are learning about other cultures and traditions because the manager organises for visitors to come into nursery and share their experiences. They are developing an understanding of the natural world as they grow plants in the garden and enjoy looking at the creatures they find in their outside area. For example, they investigate a toad and some giant moths. Children are using a range of technology to support their learning. For example, they have access to a computer, various battery operated toys, calculators and compact disc players.

Practitioners teach children in fun ways about writing for a purpose as they set up an 'office' for them to play in. They have fun 'writing' letters and putting them in envelopes. Children enjoy listening to stories and practitioners keep them engaged by speaking in varied tones of voice. Practitioners develop children's literacy skills by pointing to the text as they read to them, asking them questions about what they think will happen next in the story and pausing, so they can add the next word. Toddlers are supported to learn new skills outside because practitioners show them how to use the small brushes to sweep up the leaves. They also practise physical skills indoors, such as balancing as practitioners get out the soft blocks for them to climb and jump on.

Children learn how to count in fun ways, for example, they play "What time is it, Mr Wolf" outside and count the number of steps they take towards the 'wolf'. They laugh and shout as they are chased back to the beginning and this energetic game also promotes their physical development. Children also count as they play hide and seek outside. Practitioners count with them and children squeal with delight when they find where the practitioners are hiding. Children are developing vivid imaginations as they hide under tables and say 'This is our new house'. They walk around the room with handbags and enjoy shopping with the real receipts practitioners have provided for them to play with.

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

Children are forming attachments with practitioners and are happy and settled because there is a suitable key person system in the nursery. Most practitioners do not work a full week, so they pair up with another practitioner who takes over as key person when they are not there and ensures continuity for the children. Practitioners find out about children's needs and preferences from their parents before they start. This promotes children's sense of security as they make the transition between their home and the nursery. Children play well together because practitioners consistently remind them to share and take turns with their friends. They also have effective strategies in place to support children's behaviour. For example, they play a game to encourage children inside after outdoor play because they know that some children find such routines a challenge. Children are learning about healthy eating as they enjoy healthy meals and snacks and practitioners are good role models because they eat with them. Children learn about the importance of exercise as they have regular opportunities to play outside. In addition, practitioners carry out exercise to music with the children to 'get rid of all the wiggles' before they have story time. Babies learn to keep themselves safe because practitioners remind them not to stand on the toys in case they fall and hurt themselves. Older children learn about road safety because practitioners talk to them about crossing the road safely as they play with toys cars.

Older children have independent access to a range of resources and activities to support their play and learning. However, there is less opportunity for toddlers in the baby room to make choices about what they play with because resources are not readily available or attractively organised. This means that they are not always motivated to learn, thoroughly engaged in their play or developing their independence. Children also develop independence because they are given time to put on their own coats before they go outside. Practitioners remind children to wash their hands before meals and after the toilet, so they are learning to manage their own personal hygiene routines. The baby room leads onto the main room and toddlers walk through regularly to access the outdoor area. They also have plenty of visits before they move through and this means that they are familiar with their new surroundings and settle well. Children are adequately prepared for transitions to other settings because the teachers from the schools they will move to are invited to come and visit them at the nursery. Many of the children will move to the school in the village and they are particularly well prepared for this transition because they spend time there with their key person twice a week. These practices help to reassure the children about the next steps in their learning and help teachers to gain a valuable insight into the children's needs and personalities.

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

Children are safeguarded in the nursery because all practitioners have appropriate knowledge of child protection procedures and know what to do if they have concerns about the children in their care. This inspection took place due to notification from the nursery about a recent incident, which caused a minor injury to a child. Although the nursery was not required by statutory requirements to report the incident, the information received indicated the need for an early inspection. Since the incident, the owner and manager have carried out a thorough investigation and reviewed the risk assessment for

serving meals. As a result, some improvements have been made to the organisation of mealtimes to prevent re-occurrence. There are also thorough risk assessments in place for all other aspects of the nursery and daily checks take place to make sure the environment is safe for the children who attend. In addition, a number of practitioners hold paediatric first aid certificates, so they have up-to-date knowledge to act appropriately should children have an accident or become ill.

There are adequate processes in place to make sure everyone in the nursery is suitable to care for children and comprehensive induction is carried out with all new practitioners before they start work. Consequently, they understand their roles and responsibilities as soon as they start working with the children. The manager carries out observations on practitioners as she works alongside them. She uses information from the observations to identify training needs and target support. For example, she has recently organised attendance on training facilitated by the local authority to further improve practitioner's interactions with children. Practitioners generally have an adequate understanding of the Early Years Foundation Stage and join in with children's play, offering support and encouragement. Therefore, children are making satisfactory progress in their learning and development. However, the manager does not effectively monitor the practitioners planning and assessment of the children and the processes for tracking children are not well established. This means that there are inconsistencies in the accuracy of children's assessment records and learning opportunities and interventions are not always appropriately targeted to ensure children make best progress.

The nursery has established generally effective relationships with most parents to make sure there is a two-way flow of information to support children's needs. Some speak highly of the nursery saying 'nothing is too much trouble for the staff'. Practitioners have made links with other settings that children attend and share information about their care and learning, which means that there is a joint approach to meeting their needs. The manager and owner complete a self-evaluation form and are keen to further improve the nursery, in order to improve outcomes for children. Practitioners are asked to contribute their ideas for improvement and action plans are formulated. They also work in partnership with parents to inform priorities for improvement. For example, they have introduced a parents' information board to communicate news about events more effectively after receiving feedback from questionnaires.

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	EY361602
Local authority	Nottinghamshire
Inspection number	943047
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	54
Name of provider	Lambley Day Nursery Limited
Date of previous inspection	03/05/2011
Telephone number	0115 9312745

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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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