

Lancaster Lodge Childcare Ltd

Lancaster Lodge, Lancaster Way Business Park, ELY, Cambridgeshire, CB6 3NX

Inspection date	25/03/2014
Previous inspection date	10/07/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Babies and young children form strong emotional bonds with their key person and the other adults around them, which gives them a good sense of security and belonging.
- Positive partnerships with parents enable the nursery to provide well for children's individual care needs and help to support their learning at home.
- Children's creativity and curiosity is promoted well through a broad range of sensory experiences, such as, treasure baskets, paint, sand, water and gloop.

It is not yet good because

- Staff do not use their observations and assessments of children's achievements to best effect to plan individually tailored challenging and enjoyable learning experiences that ensure all children make good progress.
- Risk assessments are not thorough enough to ensure all aspects of the nursery environment are covered to fully ensure children's safety.
- Although the garden is a pleasing and stimulating play space, children are not able to access it freely and it is not yet a complete learning environment.

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 at play and their interactions with staff.
- The inspector held discussions with the provider about staff recruitment, self-evaluation and monitoring systems.
- A range of documentation was examined, including children's learning records, staff training and suitability checks, registers and policies and procedures.
- The views of parents were taken into account through discussion on the day and through comments in diaries and learning journals.

Inspector

Veronica Sharpe

Full report

Information about the setting

Lancaster Lodge Childcare Ltd was opened in 2013 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted bungalow on the Lancaster Way Business Park, near Ely, Cambridgeshire. Children have access to an enclosed outdoor play area. The setting is open from 7.30am until 6.30pm each weekday, all year round, except for one week at Christmas. The nursery is open during bank holidays subject to parental demand. Children attend for a variety of sessions. There are currently 50 children on roll within the early years age group. There are a small number of children attending who are learning English as an additional language. The nursery provide early education sessions for children aged three- and four-year-old. There are currently 11 staff working directly with children, including the provider. One member of staff holds an early years qualification at level 4, five hold a qualification at level 3 and two hold qualifications at level 2. One member of staff is working towards a foundation degree in early years and two staff are improving their qualifications. The nursery is a member of the National Day Nurseries Association. The nursery has four pet ducks.

What the setting needs to do to improve further

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

- use information gained from the observation and assessment of children's learning to plan more accurately for their next steps to ensure they each make the best progress possible
- review and strengthen the risk assessments of the nursery environment to ensure all aspects are taken account of. This relates specifically to the gate in the garden, the positioning of outdoor resources and the pet ducks.

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

- enhance the outdoor environment to; enable children to access it according to their individual needs; increase the range of activities provided to ensure all areas of learning are thoroughly supported.

Inspection judgements

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

Children are happy and settled and make steady progress in their learning and development. They are familiar with the nursery routines and older children readily take

part in group activities, such as singing and active games. While children enjoy being involved in the activities and interacting with staff not all make good progress because planning for their learning is not strong enough. Staff generally have a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. However, some staff lack experience and confidence and teaching skills are mixed. Although, they routinely make observations on children's activities the information gained is not used effectively enough to accurately assess children's next steps. This means activities are not always well-tailored to children's individual interests and learning needs and therefore, some lack challenge. Occasionally, essential resources to support a child's development are not available because staff do not always demonstrate a clear understanding of what children need in order to move onto their next steps.

Older children, in particular, enjoy access to a broad range of resources that enable them to play and learn independently. For example, materials for junk modelling enable children to design, construct and be creative. Staff use commentary and conversation well to promote children's thinking skills as they sort out wild and farm toy animals. Daily group activities, such as storytelling and singing, are eagerly anticipated by children because staff make these interesting and enjoyable. Children's mathematical skills develop appropriately, for example, as staff help them to count out the portions of fruit at snack time. Staff have developed their skills in talking to children since the last inspection. They question children more skilfully, giving them time to think and make their responses. As a result, children's communication and language is supported well. Babies and toddlers enjoy one-to-one times with their key person, for example, they sit comfortably together to share a book. Overall, staff listen and respond to younger children well, involving them in sharing games, such as peek-a-boo and using new words to stimulate their language. However, as planning for learning is not strong, sometimes opportunities to build on what children know are overlooked. For example, although a young child has an interest in throwing balls; activities to support and direct that interest have not been fully considered.

Staff promote all children's creativity effectively by providing a broad range of sensory play opportunities. Younger children sort through treasure baskets with objects of differing shapes, sizes and textures. Staff support them by sitting alongside them and commenting on their experiences. Older children have daily access to sand, water and dry ingredients, such as pasta and rice. This enables them to use their senses and develop open-ended play, for example, using spoons, ladles and other small containers to scoop and pour. These activities promote children's curiosity, helping them to develop into active learners and supporting their future learning well. Resources, such as gloop, help children re-evaluate their understanding of the world as an apparently solid material becomes fluid in their hands. Parents have access to their children's learning journals to share in their children's experiences at nursery. They contribute ideas and experience from home by adding apples to the family tree. Staff complete a progress check for all children aged two, which gives parents an understanding of their development.

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

Children build positive and affectionate relationships with their key person and other adults in the nursery due to clear, effective settling-in procedures. Babies and toddlers clearly enjoy sharing cuddles and hold up their arms to be placed on laps for physical comfort, for instance, when they wake up. Older children happily engage with staff and show confident attitudes. All of this helps to support children's emotional development well. Transfers between rooms are handled sensitively to give children time to get to know the new environment. Staff gather plenty of information from parents about children's care needs to effectively support their sense of belonging from the outset. Children's behaviour is good and staff support them to develop positive habits, such as hand washing after outdoor play. Older children understand the rules and help with practical tasks, such as tidying up and sweeping up sand. Staff teach younger children to share and take turns through enjoyable games and role modelling. There is a general ethos of respect, so adults and children address each other politely and use social niceties, such as please and thank you. As a result, there is a harmonious atmosphere where children show good relationships with others.

Children benefit from healthy, nutritious meals and snacks, freshly prepared on site. Meals are well-balanced with a good range of fresh vegetables. Staff follow clear guidance from parents to ensure individual dietary needs are met. Reluctant eaters are gently persuaded to try new foods to extend the range of foods they know and enjoy. Children learn self-help skills as they participate in regular cooking activities. Staff talk to children about their food choices to develop an understanding of healthy eating. Staff talk to children about their own safety and encourage them to clear away resources that might provide a trip hazard. Children practise the fire drill at regular intervals, which helps them to understand what to do in an emergency. Staff are conscientious about hygiene and teach children about the importance of regular hand washing, particularly after being outdoors and before meals. This means children are developing their self-care skills, which supports their future learning. The nursery provides a warm and welcoming environment for children and families. Photographs of children at play are well-displayed, some at children's height so they can examine them easily. Staff make up family books when children first start and share these to help children learn about each other's differences and similarities.

Children enjoy good periods of play outdoors in the large gardens. However, these tend to be in groups and at set times, which hinders children's choices and affects those who prefer outdoor learning. The nursery owners have extended the range of resources available to children since the last inspection and further development of the garden is still ongoing. Children learn to climb on large play equipment that promotes confidence and appropriately supports their physical development. Older children independently choose resources from new outdoor storage to extend their play. For example, they find some metal pans and utensils to bang and make music with. A wild flower meadow is in development to support children's understanding of the world. Occasionally, staff do not use their knowledge of children's developmental needs to provide what they need to practise new skills and make progress, such as walkers or trundle toys for young children learning to toddle. As a result, the outdoor environment does not always meet each child's needs and not all areas of learning are fully supported.

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

Staff have a suitable understanding of the safeguarding policies and procedures to follow should they be concerned a child in the setting. They have all attended recent training to update their knowledge. The designated person for safeguarding encourages staff to review their understanding at team meetings to ensure child protection remains a priority. Staff maintain appropriate records of accidents and any pre-existing injuries to further promote this aspect of children's safety. Staff conduct risk assessments of the premises and in almost all cases these are effective. For example, they ensure the main entrance is secure and check toys and resources for cleanliness and breakages. However, the risks to children playing in the same area as the freely ranging pet ducks has not been fully analysed. Additionally, an unsecured gate to the rear of the property poses a small risk to children as unauthorised adults could enter the garden. On the day of inspection a child had an accident on a piece of equipment, which was in close proximity to the hard surface play area. This demonstrates that risk assessments do not fully take account of all hazards, potentially increasing the risks to children.

The manager implements robust recruitment procedures before any new staff start. New staff are recruited on probation and have their knowledge and understanding reviewed after a rigorous induction. As a result, staff have a clear understanding of the nursery policies and procedures. The manager holds regular staff meetings and offers individual supervision meetings that enable staff to discuss any concerns. Staff are positive about the management structure and say the manager is fair and approachable. The rapid growth of the nursery has meant ongoing staff recruitment. Consequently, although the manager has suitable performance management and monitoring systems in place, there has not been a stable period for her to ensure all staff have a confident understanding of planning for children's good progress. However, support for staff training is good. Several staff have recently completed qualifications, while others are waiting to start. Therefore, although some staff still lack experience, they have the underpinning knowledge to develop their practice.

The manager and her staff team are developing the evaluation of the provision. They speak to parents to gain their views and observe children at play to decide on new resources and play equipment. The manager works closely with the local authority advisory team to identify areas for development. Since the last inspection there has been a particular focus on children's communication and language. Staff have attended a range of workshops, including some in-house bespoke courses to improve their questioning skills. As a result, there is a marked improvement in their ability to support children through effective conversation and questioning. The partnerships with parents have developed well, enabling staff to provide a caring environment for children. Parents indicate they are very happy with the nursery and have a good relationship with their children's key person. Newsletters, a social networking page and daily communication books further ensure parents are well-informed about their children's activities and wellbeing. The nursery has links with local early years providers and is building links with schools ready to enable the first children to transfer with confidence in September.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure all necessary measures are taken to identify and minimise risks to children (compulsory part of the Childcare Register)
- ensure all necessary measures are taken to identify and minimise risks to children (voluntary part of the Childcare Register).

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	EY458324
Local authority	Cambridgeshire
Inspection number	962182
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	50
Name of provider	Lancaster Lodge Childcare Ltd
Date of previous inspection	10/07/2013
Telephone number	01353662808

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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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