

Lambley Day Nursery

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

Inspection date	11/04/2014
Previous inspection date	10/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The educational programme is well planned to cover all areas of learning and provide challenging and motivating teaching and learning experiences for all children. As a result, children consistently make good progress in relation to their starting points.
- The strong management team have a clear focus and vision, both for the nursery and for practitioners development. As a result, practitioners are very well supported to develop their knowledge and understanding in a variety of childcare subjects and the team have drive to continuously improve and move the nursery forward.
- The management team have created a thorough recruitment and selection procedure and have a clear understanding of how to safeguard children. Consequently, practitioners are carefully vetted to ensure that they are suitable to work with children.
- Children effectively develop healthy lifestyles and strong physical skills. They have good opportunities to exercise vigorously in large spaces, such as outdoors in the fresh air, and are taken on regular local walks in the open countryside.
- Parents are included well in how children progress within the provision. This shared approach between practitioners and parents supports children's achievements exceptionally well, both at home and within the setting.

It is not yet outstanding because

- Practitioners do not provide very young children with images of familiar people to enable them to settle and gain a sense of belonging.

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 activities in the main play areas, both inside and outdoors.
- The inspector spoke with the owner, deputy manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the owner and manager's self-evaluation form.
- The inspector also took account of the views of parents spoken to on the day and from the nursery's recent parent questionnaires.

Inspector

Sue Riley

Full report

Information about the setting

Lambley Day Nursery has operated under the current private ownership since 2007 and is 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, eight hold appropriate early years qualifications at level 3 and one holds a 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 53 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. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- help the very young children to settle more effectively and gain a sense of belonging, by displaying photographs of their family and other people who are special to them.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and abilities. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning and provide activities tailored to each child's individual needs. Practitioners understand the Statutory framework for the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person. They receive a daily sheet of what their child has been doing that session and what they have enjoyed and achieved. Parents are also provided with their child's targets and ideas of how they can support their child's learning at home. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and provide as many of these as possible to further extend and enhance children's learning. For example, the day before the inspection children had been taken on a local walk to collect different items to bring back to make their own interactive Spring display. A group of children brought back a piece of turf and had a lovely time looking at this with their magnifying glasses and discovering the insects and worms who

lived in it. Planning effectively supports individual children in their learning and development. It covers all areas of learning and provides appropriate challenge for all children. Practitioners monitor progress by continually observing the children, making notes of what works well and developing activities to ensure the children progress to the next stage of their development. The figures from each individual progress report are collated by the senior management team to show how the children are performing throughout the nursery in relation to the early learning goals. This ensures that all children make good progress. A progress check at age two is carried out around each child's second birthday. This progress check is given to the parents to share with their health visitor.

Children are interested and engage well in their play. They choose from a wide range of well organised and stimulating resources which enhance their development. The setting promotes a wholly inclusive environment to ensure that all children are able to join in and participate in the activities available to them. Practitioners use good quality interactions and open questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. Children demonstrate the characteristics of active learning as they are very keen to participate in the activities readily available to them. The indoor and outdoor environments are very stimulating and enable all children to follow their own interests. For example, an older child goes to the outdoor storage cupboard, puts gardening gloves on, picks up a trowel and digs in the planting area.

The younger children are settled and interact well with practitioners. They get excited as they play and enjoy the cuddles they are given. The toddler children complete jigsaw puzzles, which helps to develop their mathematical and physical skills. They enjoy playing in the role play kitchen, pretending to cook the 'real food' that is in the saucepan. The older children adore the music visitor who encourages them to be very active as they sing a range of songs. From this, the children learn about playing a guitar and the different items they can use to do this, such as a tuner and capo. The children are confident to ask questions of the visitor about what they are doing. Children's independence is promoted throughout the whole nursery. For example, they pour their own drinks at meal times and serve their own food. Snack time is a learning experience for the older children as each child is given a coin which they take to the shopkeeper to purchase a piece of fruit for their snack. One child is confident to want to use his plastic credit card to buy the fruit. Children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future. The older children have French lessons so they are learning a second language. Children and families who have English as an additional language are very well supported by practitioners.

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

The premises are well maintained and well resourced to provide children with a stimulating environment in which they learn and develop. A well established and effective key person system operates throughout the nursery. This helps children to form secure

emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children very well and can clearly demonstrate how they are helping them to move forward and make good progress. Practitioners in the baby room provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. However, they do not display any photographs of family members or people who are special to the children to help them to gain a sense of belonging. Children are supported well in their transitions between rooms and parents are fully involved. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Their transition on to school is also good as the nursery has built up secure relationships with different schools in order to fully support the children. They have regular involvement with the local school and are invited to the events that occur in school, to further support children during this process.

All children spend time outdoors as part of the routine of the day. This ensures that they have fresh air and can exercise their larger muscles. They also use the local school site where they have access to more challenging equipment. Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Effective systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the balanced menu offered. Children with special dietary and medical needs are very well supported and the cook has recently been asked by one parent for her recipes as their child is beginning to gain weight. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for children are very sociable occasions. As it is a small nursery, all of the children have their main meals together and sit in small social groups. This is lovely for siblings within the nursery, for example, an older child goes over to their younger sibling to give them a hug at tea time and checks that they are okay.

Children's behaviour is good and they are able to take responsibility for their own behaviour. They help with the tidying away of activities at set times during the day. Children form very positive relationships with both adults and their peers and they work happily alongside each other as they learn to share and take turns. They are polite and use words, such as 'please' and 'thank you' as part of their normal daily routine. Practitioners model good social behaviour for children and offer them frequent praise. As a result, children gain a good sense of self-esteem because they know that they are appreciated. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. They know how to move safely through the nursery and begin to talk about and recognise how to keep the environment and themselves safe. For example, before the older children go outside to play they talk about what the practitioner needs to check to make sure that it is safe and they count themselves in and out of the room. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised.

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

The senior management team are extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well safeguarded in the nursery. The owner understands her responsibilities very well and extensive child protection policies and procedures are known and understood by all practitioners. This ensures that children are safe and fully protected. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. There is an extremely positive attitude towards professional development and practitioners are encouraged and supported to develop their skills and expertise. Individual appraisals, supervisions and observations of practitioners are in place, which effectively highlight strengths and addresses training needs. Management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on and develop the service that they provide.

The nursery have addressed the action and recommendations raised at the last inspection. They welcome feedback from parents and carers in order to strive for consistently high quality. Practitioners are highly effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. Practitioners share information with them regularly through daily discussions, the use of the daily diary sheets and by sharing the children's learning journey records. The manager keeps well-organised records, policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team works alongside practitioners so they role model good practice. The manager observes them to identify any areas of their practice which require improvement. There are good processes for supervision and the senior management team have regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem. For example, two practitioners are currently attending training for working with babies and they are bringing new ideas back after each time they attend, which they share with other practitioners in the nursery.

Practitioners complete regular observations of children's learning to assess and monitor each child's development. They complete tracking documents to monitor and review children's achievements across all areas of learning, in order to identify any gaps in learning. The senior management team regularly monitor these tracking documents and children's learning journey records. This ensures they are showing an accurate assessment of children's skills, abilities and progress and can support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery

promotes equality and diversity highly successfully. Practitioners talk to children about being respectful and encourage them to use their correct names. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. They have an in-depth action plan in place, which is closely monitored by the senior management team. The nursery is proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that the practitioners know their children and have built up a great relationship with them. They state that the children have developed good social skills and they are always learning something new. Parents comment that children at this nursery are allowed to be children and play and learn about fantastic things as they play. They especially like that the children are taken on the lovely local walks in the countryside in all weathers. Parents state that the practitioners are very caring and are very positive people and they can see that they enjoy being with the children. They like that the practitioners ask for their opinions and views and that they are interested in them. Parents like the balance of practitioners as in 'mature and young' and feel that this benefits the children. They state that they know their children are safe and well looked after and receive very good standards of care.

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	966154
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	53
Name of provider	Lambley Day Nursery Limited
Date of previous inspection	10/12/2013
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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