

# The Lanes Day Nursery

155 High Lane Central, West Hallam, Ilkeston, Derbyshire, DE7 6HU

## Inspection date

18/08/2014

Previous inspection date

19/09/2011

## 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

- Staff develop close bonds and attachments with children. Consequently, children are happy, confident and feel secure in the nursery.
- Staff make use of appropriate strategies to engage parents in children's learning. As a result, parents are suitably informed about their child's learning and development.
- The management team effectively implements robust recruitment and safeguarding policies and procedures, promoting children's welfare.
- Staff develop good partnerships with local schools. They share relevant information to make sure that children's care and learning needs are met.

### It is not yet good because

- Staff's knowledge of how to identify potential risks in the outdoor area is inconsistent and some hazards, such as nettles, are not effectively identified or removed.
- The quality of teaching in the pre-school room is inconsistent. Some activities lack challenge and fail to maintain children's attention.
- Staff and managers do not effectively track children's progress through observation and assessment of the educational programmes. Children's next steps are not planned effectively and consistently, limiting progress.
- Mealtimes are not effectively organised. Some children display elements of unsociable behaviour when they become bored while waiting too long for food.

## **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 all the playrooms and the outside play area of the nursery.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector held meetings and carried out a joint observation with the manager.
- The inspector viewed a range of documents, including evidence of staff suitability checks, accident logs and the policies and procedures of the nursery.

## **Inspector**

Elaine Tomlinson

## Full report

### Information about the setting

The Lanes Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted premises in the West Hallam area of Derbyshire, and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4 and eight staff are qualified at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending, who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- ensure that all staff have an appropriate knowledge of the risk assessment process for the outdoor area, so that they know what needs to be checked, when and by whom it will be checked and how the risk will be removed or minimised
- improve the consistency and quality of teaching in the pre-school room, so that all children benefit from activities that fully engage and challenge them
- use observation and assessment effectively to track children's progress, focusing on the precise planning of the next steps in their learning and development.

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

- review the organisation of mealtimes by reducing the time children spend waiting for their meals, ensuring that their behaviour remains positive.

### Inspection judgements

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

The nursery staff provide a welcoming and interesting environment for children, which commonly supports development across the seven areas of learning. Throughout the nursery, staff present a varied and thoughtful range of resources in an inviting way. Consequently, most children engage in suitable activities when they arrive. Staff provide

an appropriate balance of adult-led and child-initiated activities. This means that children receive mostly attentive support from staff and make steady progress. However, the quality of teaching is variable. Some interactions between staff and children are not always effective in ensuring that learning experiences consistently promote children's ongoing development. In the younger age group, staff have a reasonable understanding of how children learn best and use suitable teaching skills to support the children as they learn. For example, they involve themselves in activities making suggestions and asking appropriate questions to develop and extend learning. However, the use of these teaching methods in the pre-school room is inconsistent. Staff do not always support all children sufficiently to make the most of the activities provided. As a result, some children occasionally become bored or disengaged.

Babies and children develop appropriate physical skills and enjoy opportunities to discover and explore. Babies enjoy experimenting with different textures and materials, including flour. Staff provide appropriate support and encouragement to develop their coordination and mobility. For example, they encourage babies to reach and extend their movements. In general, children are supported in their acquisition of communication, language and literacy skills. Staff use strategies, such as repetition, to encourage babies and young children to use simple words and form sentences. Older children are provided with opportunities, including circle time, to hold meaningful conversations and listen attentively to staff and each other. Children are provided with a suitable selection of resources to encourage them to become aware of early writing skills, such as freely making marks as they play. For example, they draw pictures of themselves on their passports in the travel agent's shop in the role-play area. All rooms in the nursery are equipped with quiet, comfortable areas for children to share books with their friends. Older children enjoy looking at the books with each other and younger children show enthusiasm for the stories, which staff read to them. An effective use of expression and tone helps to keep children engaged and they join in with their favourite part of the story. Children develop a sufficient understanding of mathematical concepts, such as more than, as they build and count bricks in the garden. Some children develop the skills needed to lead their own play and use their imagination. For example, they engage in a game of pirates and hunt for treasure. Consequently, children generally develop an appropriate range of skills in preparation for their future learning.

Staff use an appropriate system to regularly observe and assess children's development as they play, including the completion of the progress check for children between the ages of two and three years. This means that they have a sufficient understanding of children's abilities. When children first start at the nursery, staff gather basic information from parents about their child's likes and dislikes. Staff are, therefore, able to appropriately plan activities for their initial sessions, which interest the children. This, along with an assessment of the child's capabilities, generally provides key persons with reasonable knowledge of each child's starting points. Key persons use relevant ongoing observation and assessment of children's abilities to identify next steps in development. Flexible planning across the younger age groups provides a satisfactory range of activities, which suitably promote the all-round development of the children. Weekly child-led planning in the older age range is tailored to the interests of the children, such as holidays, which helps to motivate and engage them in activities. However, planning is not always specifically focused on individual next steps in learning to support all children to make

good progress. Staff share sufficient information with parents about their child's learning and development on a daily basis. In addition, written assessments are regularly shared with parents. Therefore, parents are kept sufficiently informed about their child's progress. Strategies to further engage parents in their children's learning, such as the chatter bags, have been developed and help to promote a continuity of learning at home.

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

Children benefit from the close relationships that they develop with staff because they feel secure and enjoy their time at the nursery. Staff make use of flexible settling-in procedures to allow time for children to become familiar with their key person. Furthermore, staff use this time to gather useful information from parents about children's likes and dislikes and children settle well into the nursery. Staff also accompany children on visits to the local school, where they encourage children to develop relationships with their new teachers and other children. As a result, children are emotionally well-prepared when they move on to school. Staff at the nursery are caring, warm and attentive to the needs of the children. Babies enjoy cuddles, smiling affectionately at their key person and older children laugh and giggle as they enjoy playing alongside staff. Older children develop close friendships with each other. For example, they laugh and smile and share jokes together as they play, which demonstrates that they enjoy each other's company. Therefore, children are typically happy and enjoy their time at the nursery. Staff are effective role models as they are polite and respectful. They use appropriate strategies to support learning. For example, staff use positive language to promote good behaviour, such as acknowledging children's good listening and praising children's achievements appropriately throughout the day. This helps the children to develop generally good self-esteem, and they play cooperatively together. Strategies to manage children's behaviour are suitably implemented by most staff. For example, they intervene effectively to clearly explain their expectations for behaviour. However, there are times during the daily routine, when children's behaviour is not managed effectively, such as during mealtimes. The poor organisation of this routine means that children sit for prolonged periods of time waiting for their meals and become bored and restless.

The indoor environment is arranged effectively to enable children to move safely and confidently. An adequate range of developmentally appropriate resources is stored at children's height, which allows them to make choices as they play. This means that children become confident learners. The outdoor area is spacious and staff provide reasonable opportunities for children to gain an understanding of risk. For example, they are encouraged to balance on blocks. Additionally, the children participate in fire drills and are reminded how to walk down the ramp safely. However, on occasions, possible risks in the garden, such as nettles, are not always removed in order for children to carry out their play safely. The organisation of the day largely supports the emerging needs of the children. For example, each room has planned in sufficient time for outdoor play.

Children's understanding of good health is suitably promoted throughout the nursery. For example, children wash their hands prior to eating and after messy play activities. The nursery provides the children with a healthy range of snacks and meals, which are freshly

prepared each day. Children can help themselves to fresh water throughout the session and develop an understanding of healthy diets through discussions, such as why they eat certain foods. Furthermore, opportunities are provided for older children to serve their own food. Staff use this time to discuss portion sizes and encourage children to try new foods. Therefore, children are developing an understanding of how to keep themselves healthy. Children at the nursery develop appropriate self-care skills. Older children use toilet facilities by themselves and put on their own coats and shoes. Children are provided with sufficient opportunities to move and play both indoors and outside and in all weathers, which helps to promote their physical skills. Regular outings and walks in the community provide further opportunities for children to be more physical. This helps to promote their well-being.

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

The management team has a reasonable understanding of their responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that in general, children's welfare is suitably promoted within the nursery. The manager effectively implements appropriate recruitment policies and procedures into her practice. This helps to keep the children safe. All staff are subject to Disclosure and Barring Service checks prior to employment and have attended training to develop their understanding of how to keep children safe from harm. Consequently, staff have a sufficient understanding of child protection procedures and who to report any concerns to, in order to keep children safe. Relevant policies and procedures are in place to support the running of the nursery, which the majority of staff implement effectively through their daily working practices. However, some staff's insufficient knowledge of how to identify potential risks in the garden means that hazards, such as nettles, are not always minimised or reduced.

The management team has a suitable understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. The management team provide adequate systems for the assessment and observation of children, which help to ensure that next stages in development are suitably identified. However, processes to track the progress children are making are not yet fully embedded in practice to improve the teaching of the educational programmes. On occasions, planning is not specifically focused to include the next steps in learning for individual children. Therefore, some children are not supported to make good progress. A programme of professional development has been provided by the proprietor. This includes a basic induction plan and procedures to monitor staff practice appropriately through supervision, discussions and annual appraisals conducted by the manager. Regular opportunities are provided for staff to attend training to extend their knowledge, understanding and skills. However, these procedures have not sufficiently identified that some teaching methods in the pre-school room are inconsistently implemented. This means that some children are not effectively supported to make the most of the activities provided.

The nursery team has a sound knowledge and understanding of working in partnership with parents. Parents are generally happy with the care their children receive and

comment positively about the nursery and staff. They state that their children enjoy coming and that the staff are caring and supportive. Staff are clear about the importance of working with other professionals and have effective relationships with outside agencies, including a speech and language therapist. This means that the needs of children with special educational needs and/or disabilities are well met throughout the nursery. The management team is seeking to improve the quality of the nursery. The manager has highlighted some areas for improvement and reasonable action plans are in place to support the setting to move forwards. However, these have not yet been implemented over sufficient time to have had an impact on raising the quality of the provision.

### 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 that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	206270
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865412
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Stuart Mold and Angela Mold Partnership
<b>Date of previous inspection</b>	19/09/2011
<b>Telephone number</b>	0115 944 0810

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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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