

Lynwood Ashtree Day Nursery

Ashtree House, 22 Old Newbarn Village, BARROW-IN-FURNESS, Cumbria, LA13 9NG

Inspection date	05/09/2014
Previous inspection date	31/10/2011

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

- Staff have high expectations of the children and provide challenges that effectively promote their learning. Consequently, children make good progress given their starting points.
- Staff promote children's emotional well-being very well because they form positive relationships with them. As a result, children have a strong sense of belonging and feel safe and emotionally secure to explore.
- Staff have a good understanding of their responsibilities and the procedures for protecting children. Rigorous safeguarding and child protection procedures ensure children are kept safe from harm.
- Partnerships with parents and other professionals are successful and ensure children get the support they need. The nursery encourages parents to be involved in all aspects of their child's development and continue learning at home.
- The management team ensure that performance management procedures are effectively used to support staff to improve their practice. As a result, children's learning and development is successfully promoted through good quality teaching.

It is not yet outstanding because

- Staff do not always extend children's emerging literacy skills because there are fewer stimulating resources in the outdoor 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 activities in the indoor and outside learning environments, including adult-led and child-initiated activities.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- 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 and from information included in the nursery's own parent survey.

Inspector

Emma McKeown

Full report

Information about the setting

Lynwood Ashtree Day Nursery was registered in 2003 on the Early Years register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Barrow-in-Furness area of Cumbria and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from six rooms and there are two fully enclosed areas available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one with Early Years professional Status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 5.30pm and children attend for a variety of sessions. There are currently 90 children on roll 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 and 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:

- enhance further the range of resources provided in the outdoor environment to include opportunities for children to access print to build on their already good literacy skills.

Inspection judgements

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

The quality of teaching at this welcoming and well-resourced nursery is good. Staff have a good knowledge and understanding of how to promote children's learning and development. From an early age, children are encouraged to make independent choices from a wide variety of stimulating resources, equipment and toys. Children engage in purposeful play through an appropriate mix of adult-led and child-initiated activities. Staff respond well to children's emerging needs and interests and guide their development through positive interaction. For example, staff sensitively support children as they create a racetrack for their cars in the outdoor learning environment. They discuss where the start and finish line might be as well as the route they should take to avoid obstacles. This teaching strategy encourages children to think critically. It helps children to develop their personal, social and emotional skills as they learn to work together to solve a problem. Children are developing their communication and language skills as they take turns in conversation and share their ideas. Children enjoy their time they spend at the nursery and are excited and motivated to learn. As a result, children make good progress in their learning and development. The key persons complete ongoing observations to assess children's stage of development and to plan for their next steps in learning. Children's individual record of learning is available to parents at all times. Two-way communication is

valued by staff to help them meet children's individual needs. Support from professionals involved with children who have special educational needs and/or disabilities is used by key persons to inform their individual planning. This ensures children make consistent progress given their starting points. Children who speak English as an additional language receive effective support because key persons work closely with the parents to share strategies to promote their individual next steps.

Children make good progress in their communication and language skills. This is because staff model effective use of language as they talk with children about their interests. For example, as children pretend to sell ice cream in the outdoor play area they discuss their favourite flavours with staff. They discuss how they will need to clean their teeth after eating a lot of sugar. Staff support children's language development throughout all age groups and introduce picture cards as an additional means of communication where appropriate. Staff are enthusiastic and create a fun, stimulating environment. They nurture children's self-confidence to develop a 'can do' attitude to complete tasks themselves. For example, staff encourage children to use their problem solving skills and persevere as they construct a ramp using tubes and crates. Children are proud of their achievements. Staff's positive attitude and the continuous provision of a wide range of resources motivate children's interest to play and learn. However, the rich indoor environment is not fully reflected outdoors. There is scope to further encourage children's emerging literacy skills by including print, such as words and numbers, in the outdoor play area. The routine of the nursery offers children time to engage in activities of their choice. They are able to revisit activities and practise their skills. Consequently, children develop the skills they need for the next stage in their learning, including moving on to school.

The nursery recognises the importance of working in partnership with parents and this is a key strength. The nursery keeps parents well informed about their child's learning. They use a variety of methods, such as daily discussions, opportunities to share learning records and regular reports. Parents are encouraged to share and record children's key achievements from home and to send in photographs of their children's learning activities at home. This ensures parents are fully involved in their child's learning and development. Key persons share comprehensive progress checks with parents and strategies are shared to ensure all children make at least good progress.

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

The robust key-person system ensures positive relationships are developed with children, parents and extended families. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, emotionally secure and confident to explore. This means that staff effectively support children's emotional well-being and provide a readiness to learn at the earliest opportunity. Children show they have strong relationships with their key person when they seek comfort if they are unsettled. Key persons help new children to the nursery settle in by working closely with parents to find out about children's routines, likes and favourite activities. Children make friends and enjoy playing and exploring together. They develop independence as they freely choose

from a wide range of age-appropriate resources. Effective systems are in place to support children as they progress through the nursery and on to school. Staff organise activities to help reassure and prepare children for school. This includes visits being made to the nursery by school teachers.

Staff are good role models for children's behaviour. Staff sit at their level and frequently offer praise. They talk to children in a respectful manner, they consistently use good manners and they show interest in what children do and say. As a result, there is an atmosphere of mutual respect and children's behaviour is good. Children enjoy the social aspect of their play as they make friends. For example, as they work together to form a number line, they help each other to find the number squares and negotiate taking turns to place the squares in the correct order. The learning environment is stimulating and well resourced. All resources are stored at low level, allowing children to make choices and be actively involved in their learning. As a result, children are developing independence.

Children's health and well-being are effectively promoted. Children develop good self-care skills. Older children independently follow good hygiene routines for hand washing, sensitively supported by staff where appropriate. Children are provided with fresh, nutritious and balanced meals and snacks. Staff take the opportunity to talk to children about a healthy diet as they sit with them at mealtimes. From an early age, staff sensitively encourage children to independently feed themselves. Children's dietary needs and preferences are respected. Children benefit from regular periods of play in the outdoor learning environments. For example, they enjoy pretending to be pirates and look for their friends through binoculars. Children learn to keep themselves safe. For example, they follow the routines of the nursery to line up before walking back inside from the outdoor learning environment. They walk slowly and sensibly as they negotiate the step into the nursery.

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

The manager demonstrates a good understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage and in ensuring the nursery is effectively organised. Safeguarding procedures ensure children are kept safe from harm. The manager robustly implements safe recruitment procedures. Staff are confident of their responsibilities to protect and safeguard children and have a clear knowledge of how to report concerns appropriately. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. Risk assessments are thorough and reviewed regularly. Members of staff with appropriate first-aid training are deployed effectively across the nursery. Consequently, children are cared for in a safe environment.

There is clear commitment to reflective self-evaluation, identifying strengths and areas for improvement, which will have positive effects on outcomes for children. For example, the nursery is in the early stages of implementing a new system for tracking the progress of children's learning and development to enable key persons to even more effectively

identify where children require additional support. Rigorous systems are in place to monitor the quality of planning, teaching and learning. Manager observations of practice and staff supervision offer support to help raise the quality of the provision. Appraisal sessions identify opportunities for training and professional development. Self-evaluation processes take into account the views of parents, children and staff. Children's views are recorded and displayed around the nursery.

Parents comment positively about the nursery and that they are pleased with the progress their children are making. Displays throughout the nursery give parents useful information, including guidance on continuing learning at home. Effective partnerships with other professionals ensure that children with special educational needs and/or disabilities benefit from consistent, relevant and targeted support.

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. 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

Unique reference number	EY253530
Local authority	Cumbria
Inspection number	860387
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	90
Name of provider	Lynwood Day Nursery Limited
Date of previous inspection	31/10/2011
Telephone number	01229 829 885

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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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Piccadilly Gate
Store St
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M1 2WD

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