

# Newlands Nursery

6-8 Winchester Avenue, LANCASTER, LA1 4HX

## Inspection date

12/09/2014

Previous inspection date

20/06/2011

## 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

- The quality of the teaching is good. Staff listen to children and follow their interests, planning appropriate activities to build on individual children's learning. As a result, children make good progress relative to their starting points.
- Children with special educational needs and/or disabilities are supported extremely well by staff who are skilled in helping them to make good progress, relative to their needs.
- Safeguarding procedures are very effective. Consequently, children's welfare is protected and children are kept safe from harm.
- Managers and staff develop good partnerships with parents. They communicate well to identify children's needs and share children's achievements effectively.

### It is not yet outstanding because

- The monitoring of staff development to further enhance the already good quality of care for the children is not always fully maximised.
- Opportunities for further extending the younger children's self-help skills are not always fully incorporated into their daily routines, such as at mealtimes.

## 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.

## Inspection activities

- The inspector observed activities in the play rooms, during snacktime, lunchtime and during outdoor play.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and discussed the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day, and from questionnaires completed by parents.

## Inspector

Lois Wiseman

## Full report

### Information about the setting

Newlands Nursery is privately owned and opened in 2007. The nursery is registered on the Early Years Register. It operates from two playrooms from a house in Lancaster. All children share access to a secure outdoor play area. The nursery currently takes children from three months of age. The nursery is open each weekday from 8am to 6pm, all year round, except bank holidays and during the Christmas period. There are 36 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are nine staff working directly with the children, and all hold appropriate early years qualifications, two at level 2, five at level 3, and two at level 5. Three staff members are currently undertaking training, two at level 3, and one at level 4. The nursery is accredited and is a member of the Pre-school Learning Alliance. The nursery receives support from the local authority and works in partnership with local children's centres.

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

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

- extend the monitoring of staff performance to evaluate the impact of their interactions with children to ensure that children's progress is extended at all times
- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities to enable children to practise and develop their self-help skills even further, for example, by pouring their own drinks with appropriate-sized jugs.

## Inspection judgements

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

Teaching in the nursery is good because staff have a very secure understanding and knowledge of the Early Years Foundation Stage. Staff know the children well, understand how children learn and celebrate each child's uniqueness. Consequently, children are well supported and make good progress in their stages of learning. The educational programmes are broad and varied which enable the children to make progress in all areas of learning. Ideas taken from recent training in the 'Early Language Development Programme', for example, are starting to make a positive impact on the children's development of speech and language. The staff ensure that the learning environment is well organised, both indoors and outside. As a result, children are enthusiastic to take part, eager to learn new skills and, therefore, become active learners. Children's curiosity

is ignited by the range of activities available, for example, finding shells in the sand tray, tasting and describing mango, grapes and pineapple, and making decisions as to where objects belong using a computer program. There is an effective balance between child-initiated and adult-led activities and experiences, both indoors and outdoors. For example, children develop their critical thinking and problem-solving skills by helping staff to make a den outside. Younger children investigate the properties of soil and examine insects whilst playing in the mud kitchen. Babies giggle as they hide under different types of fabric, enjoying the range of textures on their faces. As a result, children have numerous opportunities for independent play and learning. Staff interact well with the children, sharing stories and asking questions during activities to help promote the children's thinking. On occasion, however, some opportune moments are missed to develop this further in order to maximise children's learning at all times.

Staff know their key children very well and have high expectations of how the children make further progress. They use initial knowledge from 'all about me' sheets and discussions with the parents to plan for the children's interests. As a result, the children's interests are promoted and used effectively by staff when planning activities to extend the children's learning. The key-person system is well embedded and staff take the time to observe their key children closely. For example, each child has a file containing individual planning notes. The staff team works effectively together to ensure that the children's interests are noted and acted upon. This helps to provide the right stimulus for each child, according to their changing needs. Comprehensive learning journals are kept for each child containing a variety of observations and assessments, annotated photographs and purposeful next steps. This attention to detail means that the children are assessed accurately and staff plan appropriate targets to help the children progress further. Staff make enhancements to the play areas and through the good range of activities provided to support children to extend their knowledge and understanding in these areas. Consequently, children are gaining those skills necessary for school and their future learning. Relationships with parents are strong and effective. Staff share the children's learning and progress with their parents whose comments are noted. As a result, parents feel positive about the nursery and valued as equal partners in the education process of their children. Parent involvement is further enhanced by the wide range of information available to them, for example, sessions for 'Singing and Movement', leaflets about the dangers of cords on blinds, and the activities available at the local children's centre.

Children with English as an additional language and special needs and/or disabilities are well-supported by the skilled staff. The team has robust procedures in place to review any needs the children may have, and key persons note any changes in the children's well-being and behaviour. As a result, children make good progress relative to their starting points. Sign language is used in the nursery to ensure that all children receive appropriate support in helping to develop their speech, language and communication skills. The special educational needs coordinator liaises regularly with other staff members and other relevant professionals, to ensure the care and development arrangements are consistent. This means that a high quality of care and learning is given to all children.

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

Children's emotional well-being is given a high priority within the nursery. Warm, friendly and sensitive staff support children in forming secure attachments. As a result, children are happy, confident and behave well. Staff make the care of each individual child the strong focus of everything that they do. This means that the children's care needs are met thoroughly. Children are happy when they arrive and move excitedly into the play areas. Settling-in routines are very flexible and tailored around the individual children's needs. This enables the children to form very strong attachments. Parents speak favourably of this process, for example, 'I'm very happy with the care that my child receives here. The staff were brilliant when she was settling in'. As a result, children's well-being is promoted well and professional relationships between the staff and parents develop. Staff are consistent in their approach to positive behaviour management, for example, by using eye contact, the children's names, and verbal and non-verbal praise. Children understand about the consequences of expected behaviour as they are rewarded with 'a splat'. As a result, children develop good personal and social skills. Children move freely around their learning environment as the resources are easily accessible. For example, older children decide to work together to build a chair with bricks. Younger children enjoy pouring water from one container to another at the water tray. Babies delight in trying to climb up the steps to the slide. Children enjoy their independence by choosing their toys and resources to enhance their play. Consequently, they develop their self-confidence further.

Staff promote a healthy attitude to exercise and healthy living. Outdoor play is highly valued, and children learn to take safe risks as they negotiate space and height on climbing equipment. This means that children become confident and capable learners as they learn to manage risks. Children access the toileting areas independently, and staff are sensitive when supporting the younger children in their care routines. The children are kept safe by learning about the importance of hand washing and they are reminded to 'wash off all the germs'. All children are offered healthy snacks, for example, toast or crackers, milk or water. However, the younger children are not always given the opportunity to further develop their good self-help skills at snacktime. For example, by providing such things as smaller jugs and beakers for pouring their own drinks. As a result, the level of independence is not always consistently fostered.

The safety and care of the children is a prime focus at the nursery. Robust procedures are in place to keep the children safe, and staff are vigilant as they allow children to explore the environment. Staff are consistent in their approach to safeguarding. They are fully aware about the procedures for dealing with a potential safeguarding issue, as well as whistle-blowing. This means that children are kept safe from harm. Children moving through nursery into different rooms are supported well by sensitive adults. Staff liaise well as a team with staff from the local schools to ensure that the links for the children's care and development are established. As a result, all children are supported in the transition process. Staff liaise with parents during this crucial period. This ensures that the move into the next stage of learning is as seamless as possible.

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

Leadership and management are good. The managers are organised and enthusiastic, and have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The skilful and well-trained staff ensure the safe and efficient running of the nursery. Robust safeguarding procedures and recruitment of staff help to keep the children safe. Comprehensive induction procedures mean that the policies concerning health and safety are adhered to effectively. All staff have undertaken safeguarding training, which means that they have a clear understanding of any action they would take in a potential safeguarding issue. All policies and procedures are reviewed regularly, helping to ensure that practice remains safe. Thorough risk assessments are carried out on all areas used by the children. As a result, staff are assured in the knowledge that children can play safely.

The staff work well together to self-evaluate and implement positive changes around the nursery. Through regular meetings, staff members are given many opportunities to contribute their ideas and suggest improvements to practice. Supervisions help managers to monitor staff performance and identify areas for development. Consequently, managers ensure that staff are effective in their roles and supporting children's learning appropriately. Sharing a key vision for the future, managers and staff are aware of how they wish to keep moving the nursery forward, particularly in reviewing staff performance. This is less well embedded in order for staff to share their expertise and learn from each other through honest and critical reflection. Monitoring of staff practice, procedures and the assessment process reflects positively on practice and outcomes for children, as they are supported effectively. Managers consider staff development and training as a priority. Staff are encouraged to undertake training opportunities, particularly to gain higher qualifications. As a result, the staff make up a quality team fully committed to providing the best for the children.

Self-reflection is strong at this nursery. Staff are encouraged to evaluate their practice according to their roles and responsibilities. The effective two-way partnership with parents enhances this positive approach, and staff take note of parents' comments to make improvements. Parents are made to feel very welcome in the nursery, and their warm and appreciative comments demonstrate how happy they are with the level of care and education their children receive. For example, 'Thank you for looking after my daughter so beautifully'. Strong links with other professionals in the community, for example, the local children's centre, ensure that there is a consistent approach. As a result, children make good progress relative to their needs and abilities. Positive links with the local schools mean that the move into the next stage of learning is as smooth as it can be.

## 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>	EY361733
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	863706
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Joanne Reed, Eileen Reed, Malcolm Reed & Lynesey Hunter Partnership
<b>Date of previous inspection</b>	20/06/2011
<b>Telephone number</b>	01524 61622

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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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