

Chameleon Club at Lydalls Nursery

LYDALLS NURSERY SCHOOL, Lydalls Road, Didcot, OX11 7HX

Inspection date

Previous inspection date

18/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 key-person system is well embedded in practice and children develop strong relationships with their carers. Therefore, staff provide care that is tailored to children's individual needs and meet their emotional well-being well.
- The leadership and management team are exceptional and have clear focus on how to drive improvements within the setting.
- Partnerships with parents are strong and effective, and ensure that parents are kept well informed.
- Children have access to a well-resourced sensory room and forest school experiences that enhance and extend their learning experiences.

It is not yet outstanding because

- At times staff carry out tasks for children that they can do for themselves too quickly and, on occasion, younger children are restricted from extending their own play to fully promote their independence and critically thinking skills.

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 spoke to the children and staff, and observed play and learning activities, within the playroom and the outdoor environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and looked at a range of policies, procedures and documentation, and discussed the self-evaluation process.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Tracey Hicks

Full report

Information about the setting

Chameleon Club at Lydalls Nursery registered in 2014 and is run by the governing body of Lydalls Nursery, in Didcot, Oxfordshire. It operates from two base rooms with access to the main nursery and outdoor play areas. The club is registered on the Early Years Register. There are currently 28 children on roll in the early years age range. It provides full day care for two-year-old children each weekday during school term times from 8.45am until 11.45am and from 12.45pm until 3.45pm. It also provides wrap around care from 8am to 8.45am and 11.45am to 12.45pm. It also provides holiday play schemes for children aged between three- and five-years-old during all school holidays from 8am until 5.30pm. The club employs seven staff during school term times, six of whom hold relevant qualifications. Additional staff are available for holiday play schemes.

What the setting needs to do to improve further

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

- review the organisation of daily routines and resources, and staff interaction, in order to maximise potential learning opportunities and promote children's independence, curiosity and critical thinking skills.

Inspection judgements

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

Staff demonstrate that they have a good knowledge of the Early Years Foundation Stage. They understand how to promote children's next steps in learning by planning interesting activities around their needs and completing daily observations. Parents are encouraged to contribute towards the planning of exciting and challenging activities for their children. This promotes a cohesive approach to children's learning. Staff gain a thorough knowledge of the skills that children have acquired. They use this knowledge to ensure that the educational programmes provided are varied and offer interesting activities to cover the seven areas of learning. For example, children enjoy taking part in messy play activities, such as sand and water, and they use their physical skills to climb, use wheeled toys, and build a car using crates outside. They have use of a well-resourced sensory room to support their physical, personal, social and emotional development. For example, they talk to each other about what things feel like as they explore the objects in the room. Children get excited as they view the fish and water feature in the sensory room, and this encourages their speech and language as they talk to staff and each other. Some staff are beginning to use sign along to support children with additional needs. Staff continuously talk too children throughout the sessions. Staff are skilled in promoting and modelling language, and take many opportunities to support this. Staff extend children's language by talking to children and adding new words for them to repeat. For example, children tell

staff that the 'fish is at the top' and staff extend this by adding and identifying that 'the water is bubbling at the top with the fish'. As a result, children begin to learn the necessary skills to become very confident speakers and show good levels of curiosity.

Staff are good role models and use language to generally extend children's play, staff encourage and listen to the children and tune into their speech. Staff get down to talk to children at their eye level and this helps develop children's communication and listening skills well. Children enjoy using the outdoor area. For example, they engage themselves in petting the guinea pigs and brushing them. This helps develop their awareness of living things, builds their confidence and encourages them to be active learners.

Staff monitor children's progress and demonstrate that children are working comfortably within the typical range of development expected for their age, taking into account their starting points. They work closely with parents from the start to gather information about what the parent already knows about their child. Every child has their own file, which includes observations, children's next steps in learning and photographs. Parents are actively encouraged to contribute to their child's learning. They complete a weekly sheet about what the children have been doing at home, this includes anything important that has happened so that this can then be extended at the nursery. In addition, parents are also invited to the nursery to discuss their child's progress at various times of the year. Staff complete the progress check for two-year-old children and share these with the parents, and then they can choose to share them with the health visitors if they so wish. This all ensures that parents are kept involved in their children's learning and promotes continuity in care.

Children enjoy activities in both the indoor and outdoor environments. This helps them to develop the skills required to prepare them for their next stage in learning. Children develop their physical skills by moving confidently around the outdoor area, they throw and catch the ball with encouragement from their key person, and enjoy playing in the sand with their friends. Children also have access to forest school experiences, where they explore different natural resources and the outside environment. Staff enhance children's literacy skills outside as they provide children with the opportunity to make marks on the ground by using crayons and chalks. This helps enhance their early writing skills.

Staff develop children's creative skills well. They enjoy singing rhymes, using finger puppets, songs and books to enhance the experience. Children enjoy sitting quietly turning over the pages of a book and looking at the pictures with interest. As a result, their literacy and early reading skills are promoted well.

Children develop their skills in operating information communication technology programmes as they use the computer. Staff encourage children to explore numbers in everyday activities and routines. For example, they use numbered cake trays at the play dough table, and counting songs and rhymes like 'five current buns'. This helps develop their numeracy skills and mathematical development. In addition, children use number lines outside to enhance their mathematical skills. These teaching methods successfully engage children's attention and enhance their learning using a variety of methods.

Good relationships with other professionals ensure that staff are able to effectively meet

the needs of individual children. All children are cared for in a fully inclusive environment and make good progress. Good resources are available which promote positive images and teach children about different countries and cultures, staff talk about where the children are going on holiday and build on this interest. For example, staff provide activities to promote different cultures, such as Chinese new year, Diwali and Christmas. In addition, they display words in other languages, such as Polish. As a result, children of all ages acquire the skills, attributes and dispositions they need for their next stage of their learning. Children have good opportunity for adult-led play. However, staff miss opportunities to allow children to explore or extend the play they self-initiate without adult interaction and at times set in too quickly to assist them.

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

The key-person system is well embedded into practice. Staff get to know children and families very well. For example, staff complete home visits and children come in for initial visits to the setting. Parents and staff join together to develop a home sharing photograph book of all the people who are important to the child. This is kept at nursery and shared with the child to aid their settling-in process. Staff then develop book further by adding photographs of children's friends and their key worker. This helps parents share their nursery experience with their children at home. Staff manage children's move into the school nursery effectively. This ensures that starting nursery is a pleasant experience for the child and the family. Staff fully understand the importance of creating strong bonds and attachments with children, and set up activities using their knowledge about the children. For example, staff set up a yellow table for one new child who loves yellow, and they put out the water tray with containers to help another child settle. As a result, children settle well. Staff are welcoming and speak to all children as they enter the room and, as a result, all children are confident, happy learners and settle quickly to their activities mixing well with the other children.

Staff are deployed effectively and children benefit from staff being positive role models for behaviour. This helps children gain an understanding about acceptable behaviour and, consequently, behave well. Through a well-embedded routine all children are aware of when it is time to play outside and when it is snack time. This ethos is consistent throughout the nursery, resulting in all children making good progress in their personal, social and emotional development.

Children are supported in keeping themselves healthy by learning to address their own personal needs. They are encouraged to wash their hands and hang coats on their own pegs. However, staff do not always enhance children's personal independence skills fully as they do not always allow children to do things for themselves. For example, at times they step in too quickly to help children wipe their faces or to get a tissues to wipe their nose. Nonetheless, overall, staff do promote children's well-being, and instil an awareness of a healthy lifestyle in children. Regular access to a large outdoor play area benefits from children's good health along with developing their physical skills. Outside, staff support children to climb on the climbing frame, balance on the benches and pump water from the water pump. Consequently, children are encouraged to develop the confidence to take

risks.

Staff create a welcoming environment with a good range of resources, both inside and outside, which cover all areas of the learning. Children also have the opportunity to use resources and mix with the nursery school which is adjoined to it. There is a visual time table which helps parents to know what their children have been doing. This also supports children to see what comes next during the day. All children have a named coat peg, with their photo on, to help with name recognition but also to make them feel a part of the setting.

The environment is clean and equipped to meet the needs of all children. Equipment is age appropriate and organised in a way which encourages children to access toys independently. Low shelving and storage, labelled with photographs, are accessible to children and allow them to select and retrieve resources independently. Children are aware of where their resources are stored and can tidy the resources away at the end of the session. Therefore, children have access to a wide range of resources that encourage them to make good progress in their development. However, on occasion, staff are too keen to step in to help children too quickly, which doesn't always allow children the opportunity to explore freely.

Staff carry out regular risk managements to ensure that any hazards are kept to a minimum. As a result, children play in a safe environment. Staff and management are vigilant at all times with regard to keeping children safe. For example, visitors are required to sign in and out of the building and are fully supervised at all times and parents have a password system for collecting their children. Therefore, staff keep children appropriate safeguarded.

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

The leadership and management of the setting is inspirational. The manager and staff demonstrate a good understanding of their responsibilities of how to meet the requirements of the Early Years Foundation Stage and how to safeguard children effectively. The manager has a clear vision and focuses well on continuously improving all elements of the setting. Extremely effective systems are implemented to monitor the progress of children, which includes a full break down of each group of children in each subject. For example, the manager maps progress of the two-year-old funded boys and compared it with the two-year-old non-funded boys to evaluate any differences and identify how to make constant improvements.

There are effective systems used to monitor the performance of staff. For example, the manager conducts regular meetings, appraisals of all staff and completes regular observations of all staff. This ensures that staff have a continued understanding of effective teaching and learning. This mean that staff's professional development and training needs are quickly identified.

Children are effectively safeguarded in the setting because staff have a good understanding of how to protect children from harm. They are aware of the different types of abuse and who the named safeguarding officer is. All required documentation is in place to meet the requirements of the Early Years Foundation Stage. Staff carry out fire evacuation procedures at regular intervals and this ensures that all children know how to leave the premises safely in an emergency. As a result, staff ensure that children are kept safe at all times.

There is a robust recruitment procedure in place to ensure that only adults who are suitable to work with children are employed. All staff are suitable to work with children and all staff hold a current Disclosure and Barring Service check. Self-evaluation processes are very good as the manager is able to identify and evaluate any weaknesses quickly to improve practice. The manager has a clear focus on what she would like to improve on within realistic timescales. A development plan is in place which will further enhance the setting. As a result, the manager has the ability to drive continual improvement.

Partnership with parents is a real strength of the setting. This enables them to provide a link between learning in the home and within the setting. Staff work hard to gather parents' views on the setting and fully include them in their child's learning. Parent's comments include 'my child loves coming to the nursery and I am well supported'. This shows the high regard parents have for the staff and the setting. The setting has developed a library of books for parents to borrow. For example, they can borrow books on potty training, sleep patterns and how children develop. This is an excellent tool for parents who welcome the opportunity to borrow books. The management team work closely with the local authority advisors. Children's needs are quickly recognised, and exceptionally well met, as there are highly effective partnerships between the setting, parents and external agencies. This all promotes continuity of care.

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	EY473715
Local authority	Oxfordshire
Inspection number	966638
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	16
Number of children on roll	28
Name of provider	Lydalls Nursery School
Date of previous inspection	not applicable
Telephone number	01235 813137

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

