

St Nicholas Day Nursery

Runcorn Road, LINCOLN, LN6 3QP

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| Inspection date | 31/10/2014 |
| Previous inspection date | 12/05/2011 |

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| 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 understand how to promote children's learning and have high expectations for their achievements. They plan interesting activities that provide suitable challenges that promote their individual learning. As a result, children make good progress in their learning and development.
- Children form secure emotional attachments with their key person because staff work closely with all parents. They gather clear information about each child. This results in children feeling settled and confident in their surroundings.
- Management ensure staff access regular training to update their skills and knowledge. This ensures continued improvements in the quality of the learning experiences they provide for children.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This ensures that children are protected and kept safe from harm.
- Partnerships with other professionals are successful and ensure that children get the support they need.

It is not yet outstanding because

- Staff do not always maximise children's learning time because routines, such as nappy changing, are sometimes too rigid. Consequently, children sometimes lose interest in what they are doing.

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 inside and outdoors.
- The inspector conducted a joint observation with an assistant manager.
- The inspector held discussions with the owner of the nursery, the assistant manager, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

The St Nicholas Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises on a leisure industry estate in North Hykeham, Lincolnshire, and is privately owned. In 2012, the nursery also began operating from an adjacent building on the same site for the care of under 2s. The nursery serves the local area and is accessible to all children. It operates from four main playrooms and there is an enclosed area available for outdoor play. The nursery employs 31 members of childcare staff. Of these, 24 hold appropriate early years qualifications, including the owner with Qualified Teacher Status. The nursery opens Monday to Friday all year round with the exception of a week at Christmas and all public holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 123 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 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:

- revise staff implementation of care routines so that their impact on children's learning time is minimised and opportunities for children to become deeply engaged in playing and exploring are maximised.

Inspection judgements

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

Teaching is consistently good. This is because the staff team have a good understanding of how to engage children and capture their interest. They understand that children learn through their play and they make the most of opportunities that arise during the session to extend this. Staff have high expectations of all children and endeavour to give them the best possible start in life. All parents are asked to provide a comprehensive overview of their child's current stage of development. This ensures that personalised learning is delivered straight away to meet individual needs. Staff work together to plan opportunities that promote the next steps in learning for each child. Staff have a good awareness of how to observe children. Most of the staff hold relevant early years qualifications and this has a positive impact on teaching interactions. Consequently, children make good progress towards the early learning goals. Regular assessments are carried out to monitor children's progress across the different areas of learning and identify any children who are not working at the expected level for their age. The progress check for children aged between two and three years is completed successfully and highlights children's growing personalities and areas for development. Staff use good questioning techniques that

encourage children to think and consider what else is possible. This supports children to develop their critical-thinking skills and communication.

Staff skilfully interact with the children and involve themselves in their play activities, always getting down to children's level to communicate with them. For instance, children are not easily distracted as they scoop out a pumpkin. They watch in amazement when a member of staff shows them her slimy, wet handprint. Almost immediately children follow suit and make their own handprint. Staff encourage children to count the fingers they can see, this experience is extended by asking, 'Who has the biggest hand?' From this activity children learn early number skills and they encounter a sensory experience. Children engage in lots of different physical play experiences. They successfully develop skills, such as moving with control, as they skilfully manoeuvre and negotiate space on the ride-on toys. Staff introduce innovative treasure baskets, such as a selection of lids, to the younger children in the nursery. This encourages them to play and explore and to support their strong exploratory impulses. Staff use opportunities that arise throughout the day to extend children's awareness of literacy and numbers. For example, children are encouraged to recognise the letters in their name by finding their card at lunch time. Staff introduce new and exciting opportunities for children to develop their listening and attention skills. For instance, story time takes place in the 'spooky house'. Children are enthralled as they listen to the animated story teller in the dark. This nurtures a love of stories, books and reading. Younger children enjoy co-operating and sharing the experience of shaking the autumn leaves off the parachute. Children have fun as they lift the parachute up and down, they change the activity and stand under the parachute. Staff follow the children's lead and continue to wave the parachute up and down. Children show their delight as they smile and laugh out loud. Children are active learners. Toys are easily accessible which helps children to focus and become more deeply involved in their chosen activity. However, the rigid timing for some routines, such as nappy changing, in the little pre-school room, sometimes interrupts children's flow of play, and this can reduce their concentration and enjoyment.

Tots enjoy a relaxing singing time. Their participation is enhanced through the use of song props. Children choose a prop from the song bag. As a result, children are building up a repertoire of songs and rhymes to develop their creative arts. Children with special educational needs are well supported and good links have been made with their parents and the other professionals who are involved with the children. This ensures that everyone is fully aware of individual children's needs, so that effective support is put into place. Children who speak English as an additional language are fully integrated into the nursery. Staff work with these children and their families to develop their English language skills, which help them progress well to achieve their full potential. Staff further support these children by learning words in their home language and using these to encourage their personal, social and emotional development. There are effective communication methods between staff and parents to share and support children's learning, both at home and in the setting. Parents are encouraged to support children's literacy at home by taking home books from the nursery lending library. Staff work closely with parents to ensure that their individual needs are well met through clear two-way communication. For example, parents receive daily feedback about their child's well-being and achievements. This feedback is shared in a variety of ways, such as, a daily diary for babies and tots along with excellent, quality verbal handovers. This regular exchange of information supports very good

learning outcomes for children. Overall, children are gaining the skills and attitudes they need to be ready for the next stage in their learning and eventually for school.

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

Children are welcomed into the nursery by staff who know them and their families well. The key-person system is effective, this means that children form secure attachments and their emotional well-being is consistently supported. In addition, staff are knowledgeable and talk confidently about their key children. Staff manage their individual key group but also work collaboratively with all children and warm and caring relationships are evident between the children and all of the staff. Children settle well when they first start and there is a sensitive and flexible induction period to support them as they gradually separate from their parent. Good communication with parents ensures that information is regularly shared to ensure that children's welfare and well-being is fully supported. Children's artwork and stimulating displays help them to achieve a strong sense of belonging. Children's behaviour is very good because they are actively engaged in a good range of activities that are interesting to them. Children are learning to play together, to take turns and to share. This is because staff observe and monitor how they play and they provide them with such positive interactions that any behaviour issues are minimised.

Children are developing good hygiene routines because they wash their hands before snack time. Older children competently manage their own self-care skills and visits to the toilet. These routine activities help children to increase their independence, which supports their future learning. Children enjoy both indoor and outdoor play to effectively develop their physical abilities and promote their good health. Children have plenty of opportunities for fresh air through outdoor play. Children are supported to develop a good understanding of the importance of looking after their bodies and choosing a healthy lifestyle. For example, at snack time, children choose from different fruits to eat and milk or water to drink. Mealtimes are social occasions as all of the children eat together and have the opportunity to chat to their friends. Staff eat their lunch with the children, and this contributes to the overall sense of belonging. Safety within the nursery is well monitored. Children are unable to leave unattended and the secure entrance system prevents people entering without the knowledge of the manager or staff. Children are beginning to learn about health and safety risks. For instance, staff talk to them about the danger of candles at Halloween.

The playrooms are extremely spacious and airy with lots of natural light. Staff provide children with a large selection of high-quality and age-appropriate resources to choose from. In addition, staff enhance the environment with topical discovery opportunities, such as pumpkins, green spaghetti and spiders in jelly. As a result, children are seen to be excited and motivated about their learning as they begin to experiment in their play. Community life is supported well by the nursery as children spend quality time out and about. For example, the recent introduction of a bus route has meant that children can take a trip to the local shops and make positive relationships with community members. As children progress to a new room, the key persons effectively share information with the

new key persons. Furthermore, exchange visits are arranged to meet the children in their existing room and children also make visits to their new room. This results in children becoming familiar with their new key person and their new environment. Consequently, they settle quickly in their new group. The nursery strives to develop good relationship with local schools, which ensures that children feel secure and confident during the move to school. Teachers are invited to visit the nursery to meet children. This supports continuity of learning when children move on to a new phase in their learning and development.

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

Arrangements for safeguarding children within the nursery are good. Staff have effective knowledge of child protection procedures and what to do if they are concerned about a child in their care. There is a clear safeguarding policy that contains details about what would cause concern about children and easy-to-follow procedures to enable all staff to report any issues relating to children or the setting. Electronic safety is monitored by the management and strict controls are in place on use of the internet. Risk assessments are maintained to ensure that all areas children access, both indoors and outdoors, are safe and suitable. This supports children's well-being. Staff supervise children appropriately and carry out daily safety checks to ensure areas children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Consequently, children are kept safe while at nursery. There is a very good range of appropriate policies and procedures, which are implemented into practice. Robust recruitment, selection and induction processes ensure all staff working with children are suitably vetted, qualified and understand their role and responsibilities within the nursery.

The management team regularly undertake staff appraisals and supervisions, and have introduced suitable systems for monitoring staff performance. Teaching is of a consistently good standard. Continuous professional development is effective and staff are supported to attend regular training and study towards further qualifications. Staff comment positively on the external courses they attend and the impact this has on the children's care and learning. For instance, recent training has highlighted to baby room staff the importance of the key person system. The management team track the delivery of the educational programmes through regular monitoring of individual children's progress and groups of children. Informative learning journals are compiled and children's individual achievements and progress are recorded. These are reviewed by the management team. As a result, any minor gaps are identified and the management team take steps to address these.

Self-evaluation of the nursery accurately identifies their strengths. Input from staff and parents supports the development of an action plan. Areas for improvement reflect the nursery's desire to continuously review their practice and implement new initiatives. For example, the owner recognised an imbalance of children in the individual rooms. As a result, the management introduced a further 'Little pre-school' room. In addition, the age

bands of children in the rooms were restructured. Consequently, children are provided with an enhanced learning experience. Parents are provided with clear written information about the nursery and its practices. They are encouraged to speak to their child's key person each day, to discuss their children's experiences. More formal parent consultation opportunities are provided for them to view their children's learning journals and to help to discuss their next steps in learning. Staff establish partnerships with a range of other agencies to support children with special educational needs and/or disabilities. All staff are aware of children's specific needs and the targets for their development. As a result, they all actively promote children's learning using the identified strategies and they make very good progress. There are good systems in place to share information with other settings that children attend. Staff ensure they complete the two-way diary, to ensure continuity of learning and care. The owner, management and staff promote a warm, happy and safe environment for all children who attend.

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

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| Unique reference number | EY364811 |
| Local authority | Lincolnshire |
| Inspection number | 863823 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 101 |
| Number of children on roll | 123 |
| Name of provider | Lifeline Family Care Ltd |
| Date of previous inspection | 12/05/2011 |
| Telephone number | 01522 812 470 |

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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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