

# Lyndon Methodist Nursery

Lyndon Church Centre, Melton Avenue, SOLIHULL, West Midlands, B92 7QX

## Inspection date

12/11/2014

Previous inspection date

22/03/2011

## 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 caring, family atmosphere at the nursery enables children to feel secure and happy. They display strong attachments to their key persons and quickly settle on arrival.
- All children make good progress in their learning because staff understand how to effectively promote learning in all areas of the educational programme. Children enjoy a range of challenging activities that help them to develop their skills in readiness for their next stage of learning, including school.
- Partnerships with parents are strong. Staff always ensure that time is made for the parents to discuss their children's needs and development.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting those in their care.

### It is not yet outstanding because

- Staff do not always gather in-depth information from parents when children first start, to enable planning of activities to be sharply focussed from the outset. This lessens the effectiveness of the otherwise good planning.
- Partnerships with other early years settings children attend are not fully developed. Consequently, continuity in children's care and learning is not always fully achieved.

## 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 main hall and an additional playroom.
- The inspector talked with staff, children and the managers at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector reviewed a sample of policies and procedures, checked evidence of suitability and qualifications of staff, as well as the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Lyndon Methodist Nursery was registered in 1992 and is on the Early Years Register, although as a playgroup it has existed since 1972. The nursery operates from various rooms in Lyndon Church Hall in Solihull and is run by the Committee of Lyndon Methodist Church. There is an enclosed area available for outdoor play. The nursery opens five days a week from 9am to 3pm in school term time. The nursery employs nine members of childcare staff. Of these, one member of staff holds a qualification at level 6 and seven members of staff hold appropriate qualifications at level 3. There are currently 34 children on roll, all of whom are in the early years range. The nursery supports children who speak English as an additional language. The nursery offers funded early education for two- three- and four-year-old children.

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

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

- enhance assessment of children by gathering precise, detailed learning and development information from parents when children start, to sharply focus the planning from the outset
- improve systems for sharing information with providers at other early years settings where children attend, to ensure that continuity of learning is fully promoted.

## Inspection judgements

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

Children eagerly arrive and show they look forward to their day at nursery. This is because they have a varied range of activities that reflect their interests. Consequently, children are continually absorbed in purposeful play, showing they are active learners. Children immediately enter the role-play area and show complete independence in choosing dressing-up outfits. They put on their dresses and put their 'babies' in the prams or cots. This shows children's confidence in their environment, as they help themselves to resources as well as building on their social skills with other children. The nursery uses a main hall, and a smaller playroom for small group activities. This means staff can plan activities for different age groups. For example, staff use the additional room to deliver a board game activity for younger children. The children delight in rolling the dice and matching coloured counters to complete their board. As a result, children learn to share, take turns and identify colours.

Teaching at the nursery is good. Staff have a clear understanding of how to promote children's learning and development. They know the children well and they plan a broad

range of purposeful experiences to meet their individual needs. They involve children in conversations and encourage them to explore their thoughts through astute questioning. For example, children are encouraged to identify their name during morning register time and staff ask children if they remember the sounds of the letters of their first name. Children also recall the phonetic sounds to the rhymes they learn. Suitable arrangements are also in place to support children who speak English as an additional language. Staff gain key words from parents to enable them to communicate with them and meet their needs. Staff also introduce language, such as 'bigger' and 'smaller', when supporting children in a play dough activity. Consequently, children learn about shape, space, measurement and size. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

Information is gathered from parents when children first start attending. Staff find out about children's likes and dislikes, in order to introduce experiences children will enjoy. This helps them to settle when they first attend. However, staff do not request details about what children can already do to inform their understanding of children's learning and development to date. Consequently, they cannot use this information to sharply focus their planning for children's individual learning needs from the outset. Staff provide a variety of activities and communication methods to ensure that all parents are able to contribute to their children's learning. These include daily verbal feedback, newsletters, invitations to formal parents' meetings and resources to share with their child at home. Staff observe children during play to identify the progress they make and plan for their next steps in learning. They use early years assessment tools, such as the progress check for children aged between two and three years to enable them to identify where there are gaps in their development. This ensures that early intervention is provided for individual children when the need for additional support is identified. This ensures all children, including those with additional needs make good progress in all areas of learning.

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

Children's emotional well-being is effectively promoted throughout the nursery. There is an effective key-person system in place as staff build close relationships with families as children settle in. This helps parents and children to feel comfortable and confident to separate. Staff provide good support to prepare children for their move to school. They liaise with parents, pass on children's progress records to their schools and welcome visits to the nursery from children's new teachers. Staff share stories and have discussions with children to support this stage in their lives. As a result, all children have a secure foundation for their future learning and development, which ensures that they are emotionally prepared for the move to school.

Snack times are social occasions. Children help themselves to a choice of healthy snacks, such as bananas, apples and oranges. Conversations between the staff and children help children to understand how to be healthy and have strong bodies. Parent's preferences with regards to food are adhered to at all times, as staff know individual children's dietary requirements. Children's self-care skills are developed as they skilfully peel their fruit, pour their own drinks and clear away their bowls and cups when they have finished. Staff help children to follow procedures to keep themselves safe, for example, by reminding them to

use their 'walking feet' indoors. Consequently, children develop a good understanding of how to stay healthy and safe.

Children have lots of opportunities to develop their physical skills. For example, older children balance on low beams and develop their large muscle skills as they crawl through hoops. Staff enthuse younger children to roll hoops, challenging them to roll them faster and further. Staff also use fun physical activities to promote early language development. For example, staff join children as they play with a large parachute, shaking a toy up and down as the children sing their favourite song about a spider. Staff set clear boundaries for children's behaviour and as a result, they behave well. Staff act as positive role models, speaking kindly to children and offering frequent praise and encouragement. For example, children are encouraged to take turns when choosing resources and staff offer clear explanations for why they need to wait, which promotes their understanding and self-esteem.

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

The managers use their good understanding of the safeguarding and welfare requirements to support their staff team and ensure that children are well cared for. Appropriate safeguarding policies and procedures are in place, which include the use of mobile phones and the procedures to be followed if there is an allegation made against staff members. Staff are familiar with these and are competent in their roles and responsibilities to ensure children are protected and kept safe. All staff have access to the information to support them in dealing with and identifying the different signs of abuse and neglect and know how to make a referral if they have a concern. They are vigilant about the security of the premises and check the identity of all visitors before allowing entry, to keep children safe. There are clear recruitment and vetting processes in place to check staff's suitability to work with children. For example, managers obtain references and Disclosure and Barring Service checks on all staff. Most staff hold current paediatric first-aid certificates to ensure children's well-being and safety is promoted. Accidents are monitored and there are clear procedures in place with regard to the administration of medication to protect children's welfare.

The managers have a good understanding of the learning and development requirements and monitor the educational programmes to ensure children receive a broad range of activities. The managers have recently implemented systems to monitor the progress that children are making to identify any children who may need extra support to close gaps in learning. This helps to ensure no child, or groups of children are disadvantaged. The managers encourage staff to attend training events which enhance their professional development. They identify the staff's needs through regular meetings, and as a result, ensure the learning of children is boosted by a fully knowledgeable staff team. Staff are proactive in seeking expert help from health and social care professionals to ensure that children and families receive the support they need. This results in children's needs being met effectively and relevant support services being involved. However, links with other early years settings children attend are not fully established. This means that children's good progression and continuity of learning are sometimes not as well promoted as

possible.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. Staff and parents regularly exchange information about children's care, learning and development. Parents appreciate the good quality information they receive about how the nursery operates and about their own child's routines, activities and achievements. Taking into account the views of parents and staff, the managers evaluate and review the nursery on a regular basis in order to improve the outcomes for children. The staff team work well together and continually reflect on different aspects of the provision to make further improvements. For example, staff reflect on the learning environment and constantly change the equipment to provide children with new opportunities that motivate and engage them. This shows a commitment to continually develop the provision, to benefit the children that attend.

## 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>	250090
<b>Local authority</b>	Solihull
<b>Inspection number</b>	866430
<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>	35
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Lyndon Methodist Church Nursery Committee
<b>Date of previous inspection</b>	22/03/2011
<b>Telephone number</b>	07940 595695

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

