

Lynmore Nursery School Ltd

34 Sun Lane, Harpenden, Hertfordshire, AL5 4HA

Inspection date	19/11/2014
Previous inspection date	09/12/2010

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 are well qualified and knowledgeable about how to engage with children. This means that teaching is effective and children make very good progress in their learning.
- Children benefit from the small group sizes and homely nature of the nursery. This helps them to build very secure attachments to their key persons and develop positive relationships and behaviour.
- Staff make strong links with local schools and external agencies. These contribute to ensuring that children receive high levels of support during their time at the nursery and as they prepare to move on to school.
- Staff understand their responsibilities in protecting children. They follow robust policies and procedures in safe recruitment, induction training and safeguarding children. This means children are safeguarded and their welfare is assured.

It is not yet outstanding because

- Staff do not yet make the best use of the outdoor environment to support all areas of learning.
- Some of the three- and four-year-old children do not have full control over making decisions in their play because some routines are not always flexible.

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 all the main rooms and the garden.
- The inspector made a joint observation with the acting manager of a circle time activity carried out with the younger three- and four-year-old children.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector spoke with the registered provider, acting manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of all adults working on the premises.
- The inspector spoke with a number of parents and took account of their written comments.

Inspector

Hilary Preece

Full report

Information about the setting

Lynmore Nursery School Ltd first opened in 1988 and registered with Ofsted in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a residential property in Harpenden. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. It opens Monday to Friday for 50 weeks a year from 8am to 6pm. Children attend a variety of sessions. There are currently 50 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including two staff with relevant degrees and Early Years Professional status.

What the setting needs to do to improve further

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

- provide children with more varied outdoor experiences each day by, for example, extending the range of outdoor equipment and resources, to support all areas of their learning and development
- extend opportunities for the three- and four-year-old children to make decisions and exercise more control over their play through more flexible routines, encouraging more free-flow activity between the different play areas.

Inspection judgements

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

Children thrive in this small, homely nursery. The well-qualified staff are knowledgeable about the Early Years Foundation Stage and how children learn. Key persons plan a broad, topic-based curriculum in which they take account of individual children's particular interests and learning needs. This is flexible enough to respond to unplanned events. For example, as a result of children's fascination with building work at the neighbouring property, staff introduced this as an additional topic to extend their interest. Staff use their observations of children and accurate assessments to plan and adapt activities to precisely match individual children's next steps in learning. The nursery extends the curriculum by offering optional sessions in music and French, which are conducted by visiting specialists. Therefore, children benefit from a good mix of adult-led learning and child-initiated play that is appropriate to their age.

The quality of teaching is good. Staff use effective strategies to motivate and engage children. For example, during snack times they carefully phrase open questions to stimulate children's thinking, communication and understanding. As a result, older children are keen to participate in a conversation about where milk and water come from. Children learn to sit well and listen to instructions during small group circle times. The staff use these regular opportunities to provide children with a solid grounding in numeracy and literacy. They skilfully introduce mathematical language and concepts as children match the correct number of counting items to a number symbol. They compare the length of the lines these counters make to extend children's understanding of measurement. The staff place great emphasis on literacy activities. Consequently, older children confidently know their letter sounds and show mature early writing skills. Ultimately, children make very good progress in their learning and are very well prepared for school.

The staff actively encourage parents to share what they know about their children. Parents provide information about their children's prior achievements and developmental needs. This includes key words in home languages, together with their pronunciation, so that staff can support children who speak English as additional language. This good quality information helps staff to establish, and build on, accurate starting points. Staff keep parents well informed about their children's progress at the end of each half-termly topic. They share their evaluations and assessments so that parents can support continuity in learning at home.

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

Children settle well in the nursery. Key persons work closely with parents in order to understand children's personal care needs. The nursery groups children effectively so that all rooms have only one or two small groups of children with a consistent key person. Children benefit from the nurturing effect of this and show secure attachments and positive relationships. The daily routines provide a high degree of structure, which contributes to children's growing confidence, positive behaviour and sense of security. However, the routine of having set times to use particular play areas is occasionally a little rigid for some of the three- and four-year-old children. They are not always able to move freely between playrooms. Therefore, on these occasions, they do not have full control over making decisions in their play. At other times, staff promote children's independence well. Children help to set and clear the table at mealtimes, feed themselves and are encouraged to dress independently. The nursery has well-established links with local schools, and teachers report that children from the nursery move easily into school. Teachers visit the children in the nursery prior to starting school and staff share information with them. This helps children to make positive relationships and feel more confident.

Children develop a good understanding of health and safety. Staff encourage children to use tissues for their noses and dispose of them correctly. Children recognise when they need to wash their hands and make every attempt to do this independently. The nursery provides freshly cooked hot meals for lunch and a similar combination of healthy snacks each day. Children demonstrate polite manners as they wait for their friends to serve themselves before starting to eat. Staff help children to understand that they should take

care when eating hot food. Children recognise this when they see the steam rising from the bowl of pasta. They also learn to take care as they use the stairs and share apparatus in the garden.

Children enjoy their outdoor play time very much. They are particularly keen to use a range of equipment and apparatus to develop their gross motor skills and movement. However, until very recently, the nursery had to comply with planning restrictions that limited the amount of time that children could use the garden each day. Therefore, staff have not fully explored how to make the best use of the outdoor environment to support all areas of learning. Although the restrictions have now been lifted, staff have not as yet adapted the practice to provide a better resourced learning environment, which would be particularly suited to children who prefer to learn actively in large spaces.

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

The registered provider has expanded and strengthened the management team following the last inspection and a subsequent visit by Ofsted. The team has implemented changes to the staff recruitment and vetting procedures. There is a more rigorous induction process for staff that is clearly documented. This ensures that new staff are suitably vetted and equipped with the knowledge to carry out their duties. All staff complete training in safeguarding children, and staff spoken with during the inspection demonstrate a secure knowledge of how to recognise and respond to any child protection concerns. The management team ensures the swift implementation of the safeguarding and allegations procedure, as and when required. A number of staff have current paediatric first-aid certificates and are deployed appropriately to cover all areas of the nursery. Staff complete rigorous risk assessments on all areas of the nursery to remove and minimise hazards to children. As a result of these measures, children's welfare is assured. All staff are well qualified and further training is encouraged. They demonstrate their secure knowledge and skills through high-quality teaching. Managers monitor and support new staff well to help them aspire to the same high expectations for children. They carry out regular supervision meetings and annual appraisals with staff as part of the programme of professional development. This ensures that high standards are maintained.

Staff use self-evaluation very effectively to drive improvement. Managers use a reliable system to monitor and track children's progress over time. This enables them to make changes to the curriculum or resources, if needed, so that children continue to sustain progress. Staff thoroughly evaluate all the activities that they plan, taking account of the views of children. They contribute their ideas and views at regular staff meetings. Furthermore, they use a range of different audit tools to evaluate the impact of their work. This includes working towards a local authority quality assurance award and seeking parental views through questionnaires and comment books. Managers analyse these results carefully to devise a quality improvement plan. This helps them to focus on addressing priorities for improvement in a timely fashion. For example, staff introduced a daily communication sheet for parents of the younger children. Parents report that this is very helpful and has enhanced the sharing of information at the end of the day.

Partnerships at all levels are very strong. Staff work very closely with the local children's centre and schools. Parents are full of praise for the nursery and highly recommend it. They appreciate the personal approach that staff take to meeting the needs of their children. They report that their children achieve very well and those with older children, who have since left, confirm that children are very well prepared for school. The nursery works very closely with external agencies and specialists who are involved in supporting children with special educational needs and/or disabilities. Specialists visit children in the nursery and provide valuable guidance to staff to ensure there is a consistent approach to children's specific support. Staff follow their guidance rigorously and access any relevant training. Parents comment that this commitment makes a very positive difference to the learning outcomes for their children.

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	123636
Local authority	Hertfordshire
Inspection number	874761
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	50
Name of provider	Lynmore Nursery School Limited
Date of previous inspection	09/12/2010
Telephone number	01 582 764172

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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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