

# Shepherd Lodge Day Nursery

166 St. Annes Road East, Lytham St. Annes, Lancashire, FY8 3HP



## Inspection date

22 January 2015

Previous inspection date

1 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The well-qualified and knowledgeable leadership and management team contributes significantly to the ongoing development of the nursery and the good achievements of the children. They support staff, students and apprentices to inject new thinking and ideas that can be shared among all staff.
- Strong partnerships with parents and other professionals and providers effectively support children's learning at nursery, home and other settings they attend.
- Children behave well and make independent choices about their play. Staff have secure relationships with children, which support them in developing a positive attitude to learning and prepares them well in readiness for school.
- Children consistently make good progress in relation to their starting points. A broad range of exciting and stimulating experiences, outings and visitors build on children's understanding of their community and the wider world. Children enjoy first-hand experiences, such as caring for a hen, handling chicks and asking an animal protection officer questions about different animals.

### It is not yet outstanding because:

- There is scope, in the pre-school room, to extend further the way information is shared about children's individual learning plans, so all staff have consistently high expectations of children, particularly when supporting group activities.
- Arrangements for monitoring staff practice have only recently been put in place to fully ensure their practice remains sharply focused on following set procedures and maintaining children's health and safety following a recent incident.

## What the setting needs to do to improve further

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

- extend the way information is shared about children's individual learning plans, so all staff have consistently high expectations of three- and four-year-old children, particularly when supporting group activities
- maintain the monitoring of staff practice, so it is always at the highest standard to keep children safe and to consistently deliver high-quality care.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed activities in the four play areas inside as well as the outside play spaces.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager, area manager and provider of the nursery.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Lynne Naylor

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching and learning is good. Staff use their good knowledge of children's abilities. They use information from parents, sometimes gained from home visits, to effectively plan suitably challenging activities. In the pre-school, activities and experiences are well linked, sometimes around favourite books. This helps children make good connections in their learning. Children learn about the local community through joining events, such as float day. Visitors, such as animal protection officers, teach children about the natural world. Parents are fully involved in their child's learning. They borrow resources, such as story sacks, to use at home. They also provide items for the mud kitchen and bricks and materials for the bug hotel. Children visit the next room before moving up. The new key person is made aware of the child's prior skills, knowledge and understanding. This ensures that children's good progress continues.

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

Children develop warm relationships with their key person and the caring staff. This promotes their well-being and independence. Staff actively teach children good hygiene practices, such as how to thoroughly wash their hands. Children understand the need for physical exercise in a healthy lifestyle. They exercise vigorously in the garden and go for walks in the local area. Children learn how fruit and vegetables are grown through visiting a local allotment and talking to the gardeners. They discuss nutrition while making crumble using apples collected from the allotment. Positive relationships with some of the local schools, ease children's transition from nursery to school. Staff have a refreshed understanding of safe working practices to support children's health and safety.

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

A robust recruitment and vetting process, checks and monitors each staff's suitability to work with children. Staff receive induction training and a checklist monitors that they have been informed of all the policies and practices. Following the recent incident, the monitoring of staff practice is being improved. Medicine administration procedures have been recently reviewed and strengthened. Planned and random checks on staff's knowledge and practice are being made to ensure consistent and safe practice. A high number of staff are trained in first aid and all are regularly briefed on child protection procedures. Parents, spoken to at the inspection, speak positively about the way staff care about their whole family. Any concerns and complaints are dealt with promptly and any action taken is appropriately logged. The views of staff, parents and children are encouraged, in order to constantly improve. The management team effectively monitor the educational program, making changes to constantly build on the good practice. For example, due to the trialling of an improved planning system, information about babies' individual learning plans, is effectively shared among staff. However, when supporting group activities, staff do not have consistently high expectations of each three- and four-year-old child as information in the pre-school room, is shared with less consistency.

## Setting details

<b>Unique reference number</b>	309455
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1003033
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Helen Turpie and Lisa Taylor Partnership
<b>Date of previous inspection</b>	1 December 2011
<b>Telephone number</b>	01253 729 009

Shepherd Lodge Day Nursery was registered in 1992. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2, 3, 5 and 6, including two staff who hold Early Years Professional status. The nursery opens from Monday to Friday, 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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