

# Lyndene Nursery and Out of School Care

14 Elmsley Road, Liverpool, Merseyside, L18 8BB



## Inspection date

12 May 2015

Previous inspection date

19 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Staff observe and track children's progress regularly. They ensure that activities provided are both appropriately challenging and interesting, to promote children's good progress towards the early learning goals.
- Children benefit from numerous opportunities for outdoor play during the day. They are motivated and engaged, for example, in den building, alongside staff who encourages them to take the lead in activities.
- Children develop warm relationships with staff. Staff know the children well and develop friendly relationships with them, through the effectively organised key-person system.
- Children have a good understanding of what is expected of them. This is because staff are positive role models, who use clear messages about the rules of the nursery.
- The manager has introduced robust procedures to supervise and support staff. This has resulted in better-quality teaching and accurate action planning, considering the views of staff, parents and children.
- Staff demonstrate a good knowledge and understanding of child protection issues. They are confident in following the robust recording and reporting procedures, to make any concerns about children's welfare known.

**It is not yet outstanding because:**

- Staff do not always use the correct pronunciation and vocabulary, to effectively role model the use of language.
- Children who are less vocal are not always effectively supported by staff, to build their confidence in interacting with other children, particularly in group situations.

## What the setting needs to do to improve further

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

- support staff to role model the use of language, by using correct grammar and vocabulary, in order to provide more effective support for children's language development
- develop strategies to improve the confidence of less vocal children in their social interactions, particularly in groups, in order to increase their engagement.

### Inspection activities

- The inspector observed activities in all areas, and conducted a joint observation with the manager.
- The inspector considered the views of the parents and children spoken to during the inspection.
- The inspector met with the leadership team, to review the self-evaluation form and operational documents, including policies and procedures.
- The inspector reviewed evidence of the suitability of staff and their qualifications, including paediatric first aid.
- The inspector sampled children's learning records and tracking information.

### Inspector

Lauren Grocott

## Inspection findings

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

All children are developing the skills and attitudes which prepare them well for school. Babies confidently explore both the indoor and outdoor areas, developing their physical skills as they climb over obstacles and make marks in sand. Toddlers have opportunities to explore and create, using a variety of inventive mark-making techniques. Pre-school children benefit from small group activities with their key person, for example, as they talk about their favourite numbers and confidently match groups of objects. Due to robust tracking of all children's progress, staff are quickly able to identify any areas in which children are making less progress. This enables them to provide additional support for children who need it. Children are making good progress across all areas, based on their individual starting points. However, staff are less effective at supporting communication and language. This is because they do not always effectively role model the correct use of vocabulary and grammar, in order to improve children's speaking skills.

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

Children appear confident when entering the nursery. Their artwork is displayed throughout the nursery, to promote children's sense of belonging. However, staff do not always create opportunities for children to speak without being interrupted, in groups, or support children to take turns in conversations during play. This does not effectively build self-confidence of children who are less confident or verbal. Pre-school children are given small tasks and responsibilities, such as handing out plates at lunchtime, which increases their sense of independence. Staff have effective systems which help children to settle quickly into nursery, and move in between rooms and on to school. For example, pre-school children have visits from local school teachers and can use school uniforms and lunchboxes in their imaginative play. Children's good health and safety is promoted, as any accidents which do occur are promptly logged and shared with parents. Children demonstrate an appropriate understanding of the importance of hygiene procedures, relative to their ages.

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

Since the last inspection, a new manager has been appointed. Although staff are well qualified, they benefit further from close coaching and support from the manager. This has made a significant contribution to the improved quality of teaching. Staff, children and parents are all involved in identifying areas of the nursery they feel could be developed. A targeted approach has enabled the manager to enhance the resources available to children and the use of space, particularly in the outdoor area. Children's safety is well promoted as staff consider, through the changes being implemented, how to minimise any potential risks. Parents and other providers, where appropriate, are kept well informed of children's care and learning needs. Staff support parents well in providing opportunities to continue children's learning at home. For example, children are sometimes allowed to take interesting or favourite resources home, to continue their play.

## Setting details

<b>Unique reference number</b>	EY283756
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	982043
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	83
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Busy Nought to Fives Ltd
<b>Date of previous inspection</b>	19 May 2014
<b>Telephone number</b>	0151 724 5694

Lyndene Nursery and Out-of-School Care was registered in 2004 and operates from a three story building in Mossley Hill, Liverpool. The nursery is one of seven owned and managed by a limited company. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for 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.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

