

# The Lanes Day Nursery

155 High Lane Central, West Hallam, Ilkeston, Derbyshire, DE7 6HU



## Inspection date

30 June 2015

Previous inspection date

18 August 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

- Children of all ages play and learn in well-planned nursery rooms, which are equipped with good quality, interesting and age appropriate toys, books and activities.
- Well-qualified and experienced staff understand how young children learn. They extend children's understanding and thinking through good use of reinforcement, repetition, recall and questions. All children make good progress, and children who need extra support make very good progress.
- The manager regularly checks the quality of teaching and learning in all nursery rooms. Staff have regular opportunities to meet with the manager to discuss the quality of their work and the progress of their key children.
- Children are happy and settled. They have warm and secure relationships with their key person and approach them confidently for support and comfort.

### It is not yet outstanding because:

- Not all staff plan in enough detail for their key children's next steps in development, so that it is clear what it is they want children to learn and so they can measure whether children have successfully achieved their target.
- Records of staff one-to-one meetings with their manager do not make clear what action staff may need to take to improve the progress their key children make.
- The nursery development plan and self-evaluation do not reflect the full range of improvements made and identified by staff, managers, parents and children. This means managers can not fully review their success and progress.

## What the setting needs to do to improve further

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

- make sure all staff plan the next steps for their key children's development in enough detail so that it is clear what it is they want children to learn and so they can measure whether children have successfully achieved their target
- improve how the feedback and discussions in one-to-one meetings between the manager and staff are recorded so that everyone is clear what the action points are, staff progress can be measured and their development can be planned even more effectively
- improve self-evaluation and development planning so that all improvements made and identified by the manager, staff, parents, partners and children are included, not just the points raised from an inspection, so that success and progress can be measured to bring about even more rapid improvement.

### Inspection activities

- The inspector observed activities in all of the nursery rooms and in the two outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the owner/manager.
- The inspector carried out a joint observation with the owner/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.

### Inspector

Joanne Mary Smith

## Inspection findings

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

Staff plan and deliver a wide range of interesting opportunities to children, which over time cover all the areas of learning and development set out in the Early Years Foundation Stage. Children in each nursery room access activities that are very well suited to their developmental needs. Babies who are starting to use their voices sit for long periods of time with staff to look at books. They are given time to listen to the animal noises staff make when showing a picture, and then attempt to repeat the noises showing delight when they are praised for their efforts. Older, pre-school children demonstrate positive and mature qualities and attitudes to their play and learning. They play well with each other and behave well when they have to wait for their turn in a game. Staff skilfully supported pre-school children to experiment with dry sand and water to mix them to the correct consistency to make sandcastles. Three boys continued this play unsupported for a prolonged period of time. They showed skills in planning, negotiating and problem solving, revising what they had done when their sand became too wet to make sandcastles with. Toddlers are well supported in the development of the communication and language. Staff talk to them about what they are doing, successfully developing children's understanding. One toddler remembered how to make a sandcastle, using key words such as 'tap', after being shown and talked through how to do this earlier in the day.

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

Children's personal care and well-being are a high priority for staff. Staff have a secure understanding of the procedures they would follow if they had concerns about a child's welfare or the behaviour of a colleague. Children and parents are well supported when a child is first starting nursery. Individual settling-in plans result in children who settle quickly and gain confidence to talk to adults, including visitors. Children are also well-prepared to move on to the next room in nursery, when they have visits to their new room, building up to full days over a period of time that suits the child and their parents. Parents share information about their child with the nursery before they start. Parents are positive about their ongoing access to their child's secure online development records, which they can contribute to through the system used by the nursery.

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

The manager effectively monitors the nursery's work to ensure that staff understand and meet the requirements of the Early Years Foundation Stage. There is a strong commitment to regular meetings between staff and the manager to review staff's work and their key children's progress. The nursery works well with other professionals involved with children in their care. They follow specially designed programmes, such as exercises to improve speech sounds or strengthen muscles, with the result that the children make very good progress. Good relationships have also been established with schools that children move on to from the nursery. Children are keen and enthusiastic about their move to school because of these relationships and staff's positive attitude to their move.

## Setting details

<b>Unique reference number</b>	206270
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1005603
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Stuart Mold and Angela Mold Partnership
<b>Date of previous inspection</b>	18 August 2014
<b>Telephone number</b>	0115 944 0810

The Lanes Day Nursery was registered in 1994 on the Early Years Register. It is situated in a converted premises in the West Hallam area of Derbyshire. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, seven staff are qualified at level 3 and one at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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