

# Lyndhurst Private Pre-School Day Nursery Ltd.

84 Kilnwick Road, Pocklington, York, North Yorkshire, YO42 2JZ



## Inspection date

Previous inspection date

21 July 2015

15 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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		Outstanding	1
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's behaviour is exemplary. They are fully aware of the rules and boundaries for working together. Staff are excellent role models and use positive behaviour-management strategies to teach children to be caring and tolerant of each other.
- Children's emotional well-being is fostered extremely well. Staff fully understand how to ensure children feel safe and secure at all times.
- Staff provide a wide range of activities that are planned around children's interests and take the views of older children into account. Children are very motivated to learn and make good progress in their development. They gain vital skills that equip them fully for the next stage in their learning, such as school.
- Staff are deployed very effectively throughout the nursery to ensure that children are well supervised. They teach children how to manage risks so they explore the environment freely and safely as they learn.
- Staff's knowledge in relation to safeguarding children is very secure. They are fully conversant with procedures for monitoring and reporting concerns.

### It is not yet outstanding because:

- Staff do not always maximise opportunities for parents to share what they know about their child's learning at home.
- Some aspects of the arrangements for monitoring the performance of staff are not yet fully embedded.

## What the setting needs to do to improve further

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

- maximise the opportunities for parents to share what they know about their children's achievements at home
- strengthen the arrangements for monitoring the performance of staff so they are supported even further in their professional development.

### Inspection activities

- The inspector toured the premises and observed children and staff in the playrooms and one of the outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the deputy manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook two joint observations with the deputy manager.

### Inspector

Diane Turner

## Inspection findings

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

The well qualified and experienced staff team are confident in their teaching. They understand each child's capabilities and adapt their practice to follow children's changing interests. They provide additional resources for children to extend their ideas and model activities, so children learn by example. Staff provide a supportive environment, enabling children to initiate many activities themselves. Children show sustained amounts of concentration as they use the resources of their choice. Parents are kept well informed about their child's progress through written information and discussion with key persons. However, staff do not always encourage all parents to tell them what their children achieve at home, so they can plan even more precisely for children's future learning. Staff use a range of age-appropriate teaching strategies to support children to become confident communicators. They engage children of all ages in conversation, providing additional support for children who speak English as an additional language. They sit with babies at their level and initiate songs and rhymes to help them learn new words through repetition.

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

Staff ensure that all children's individual needs are meticulously met. Parents appreciate that staff are always available to talk to and alleviate any concerns they may have as children settle in. Key persons share detailed information with their colleagues as children move between rooms. This helps to provide high levels of consistency in children's care and learning and their ongoing strong sense of emotional security. Staff have very high expectations of children. Children's independence is fostered well and their understanding of the importance of sharing and taking turns is excellent. They play very harmoniously together and show spontaneous acts of kindness. Children's confidence and self-esteem is high as staff place great importance on recognising children's achievements with meaningful praise and encouragement. Children keep healthy and thrive. Outdoor play is incorporated very well into the daily routine. Staff provide a wide range of equipment to challenge children's physical skills. The provision of varied and nutritious meals ensures that children eat healthily.

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

The management team have a clear understanding of the requirements of the Early Years Foundation Stage. Self-evaluation includes the views of staff, parents and children. Management knows what is working well. Staff's monitoring of children's development is overseen effectively by senior staff and management. Gaps in children's learning are identified and addressed quickly. Supervision sessions have been introduced for staff. However, these are not yet fully embedded, to robustly identify future training needs and enhance the outcomes for children's learning even further. Staff have good relationships with teachers at the local schools. They work cohesively to provide continuity in children's learning.

## Setting details

<b>Unique reference number</b>	EY264161
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	848464
<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>	101
<b>Number of children on roll</b>	145
<b>Name of provider</b>	Lyndhurst Private Pre-School Day Nursery Limited
<b>Date of previous inspection</b>	15 June 2011
<b>Telephone number</b>	01759 302228

Lyndhurst Private Pre-School Day Nursery Ltd was registered in 1992 and re-registered under the current ownership in 2003. It employs 17 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 3, one at level 6 and one staff member holds Early Years Teacher Status. The nursery opens Monday to Friday from 7.30am to 6pm, except for bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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