

# Lancaster Day Nursery

Morecambe Bay Hospitals Nhs Trust, Royal Lancaster Infirmary, Lancaster, LA1 4RP



## Inspection date

11 August 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is experienced and knowledgeable. She leads a well-qualified team of staff towards a shared vision of quality through supervision and training. They plan a stimulating, vibrant and developmentally appropriate learning environment. This helps to ensure that children are ready to learn and progress well.
- Teaching is strong. Staff have a deep understanding of child development and how children learn. They help children to problem solve and test out their ideas as they play. Children confidently lead their own learning.
- Parents are warmly welcomed into the nursery and share information about children's care, learning and development needs when they start. Staff use this to provide continuity of care between home and the nursery. This helps children settle quickly.
- Staff promote children's independence very well. Children enthusiastically take responsibility for tasks, such as helping to organise resources and serving meals. They follow hygiene routines and begin to understand how to keep themselves safe and healthy.
- Children who have special educational needs or disability and those who speak English as an additional language are very well supported. Staff work with parents and professionals to celebrate each child's uniqueness and ensure that the environment reflects their needs.

### It is not yet outstanding because:

- Although parents feel very well informed about children's attainment and progress, they do not receive more detailed information about how to provide more focused support for children's learning at home.
- Sometimes, during adult-led whole-group activities, children are seated a little too long and can be distracted from the main focus of their learning.

## What the setting needs to do to improve further

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

- strengthen information sharing with parents and help them further support children's learning at home
- review the organisation of adult-led whole-group activities and help children remain fully focused and engaged with learning.

### Inspection activities

- The inspector had a tour of the nursery.
- The inspector undertook a joint observation with the deputy manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector spoke to a company manager, the area manager, the manager, staff, children and parents during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, observation, assessment and planning records, children's learning stories, training records, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is thoroughly risk assessed to help reduce hazards. Policies and procedures are robust and staff demonstrate a very good understanding of what to do if they have concerns about a child's welfare or development. Children are gently reminded how to move around the setting, using tools and equipment safely. Parents, children and staff are actively encouraged to share their ideas about how the setting can develop further. This is part of a continuous improvement cycle. The manager assesses the impact of changes to practice to ensure that they improve outcomes for children. Staff put plans in place quickly to meet any gaps in children's learning or specific needs. Excellent partnerships with other professionals help to ensure that gaps in attainment are rapidly closing.

### Quality of teaching, learning and assessment is good

Staff, overall, focus on helping children develop the knowledge, skills and confidence to achieve their full potential well. Staff get to know children and families very well. They use regular observations to assess children's achievements which they track over time. Staff skilfully weave all areas of learning into activities which are fun and interesting. Older children giggle with excitement as they programme electronic toys to move across the floor towards a set of wooden letters. They think about distance, use numbers and counting as they input a sequence. Staff use this activity to help promote problem solving, letter recognition, initial sound work and writing. Younger children are engrossed in water play, using small-world sea creatures to explore the liquid's properties. They play alongside staff, who link words to their actions. Staff name objects and the creatures to help extend children's vocabularies. This helps children to make sense of the world around them. Parents are actively encouraged to share children's achievements at home. This helps staff to build on and consolidate children's learning.

### Personal development, behaviour and welfare are good

Staff help children understand the purpose of rules, routines and boundaries and create a positive learning environment for everyone. Older children demonstrate high levels of maturity and consideration for others as they take turns and play cooperatively. Staff help children to assess dangers and take some risks as they play. For example, children enthusiastically extend their physical skills as they negotiate large equipment outside. Staff are close by to offer encouragement and a supporting hand when children need it. This helps children to feel safe, secure and develop a 'can do' attitude to facing new challenges. Staff teach children the importance of regular fresh air, exercise and a balanced diet. This helps children know how to lead healthy lifestyles.

### Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs or disability, make good progress. They learn to think of others and take responsibility for their actions. Children share their thoughts and ideas as capable communicators. Staff help them develop the skills, knowledge, resilience and confidence to cope very well as they move on to school.

## Setting details

<b>Unique reference number</b>	EY491949
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1022840
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01524 230724

Lancaster Day Nursery was registered in 2015 and is situated on the site of Lancaster Royal Infirmary. The nursery is one of a number of settings within the company Bright Horizons Family Solutions Ltd and it employs 21 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and three at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

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