

# Lyvennet Nursery Group

Crosby Ravensworth C of E School, Crosby Ravensworth, Penrith, Cumbria, CA10 3JJ



## Inspection date

16 November 2016

Previous inspection date

3 July 2013

<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
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

- Children thrive in this homely, family orientated environment with staff who are truly responsive to their every need. Children form strong bonds with their key persons who welcome them into the nursery with a friendly smile. Introductory systems, such as having lunch in the school hall, help to prepare children for their move on to school.
- The quality of teaching is good. Observations and assessments of children's learning are accurate and precise. The well-qualified staff carefully consider children's next steps and interests when planning for their future learning and shape activities to their individual needs. This contributes towards all children making good progress.
- Managers and leaders show commitment and dedication to their roles. They invest in staff, providing access to continuous professional development opportunities that help staff to extend their good knowledge and skills.
- Meaningful learning experiences enable children to communicate information about themselves, their family traditions and ways of life. Staff's encouragement for children to get involved in local events, such as Christmas festivals, contributes towards children becoming active members of their community.
- Partnerships with parents are good. Staff use a wide range of effective strategies to engage parents in their children's learning, both within the setting and at home.

### It is not yet outstanding because:

- The newly implemented systems for monitoring staff performance are not yet rigorous enough to enhance staff's individual teaching skills to the very highest levels.
- Staff do not always use routine opportunities to teach children about the importance of eating healthy, balanced meals and the effects that this has on their bodies.

## What the setting needs to do to improve further

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

- strengthen the newly implemented performance management systems and focus more precisely on monitoring individual staff practice more rigorously and consistently, to provide teaching that is of the highest quality
- extend children's awareness of the importance of eating a variety of healthy, balanced and nutritious foods and the effects this has on their bodies.

### Inspection activities

- The inspector toured the areas of the school used by the nursery.
- The inspector conducted a joint observation with the manager during an adult-led activity.
- The inspector observed children during their freely chosen and routine activities, both indoors and outside throughout the inspection.
- The inspector held discussions with the manager, members of the committee and children during the inspection.
- The inspector examined a range of documents. These included evidence of suitability, policies and procedures, a record of staff qualifications and training, health and safety documents, improvement plans and children's observation and assessment records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff's high level of training and good understanding of safeguarding procedures helps to ensure that children's welfare is protected. Recruitment and induction procedures are robust at all levels and contribute towards ensuring that all staff and committee members are skilled and suitable for their role. Staff consider children's safety in all aspects of their work. For example, comprehensive risk assessments and daily health and safety checks contribute towards minimising any potential risks. Effective tracking analysis swiftly identifies and supports any emerging gaps in learning for individual or groups of children. Detailed improvement plans take account of the views of parents, children and others and are used to help raise the quality of care and learning.

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

Staff provide challenging and fun activities for children to take part in that support their continued good progress. Children are keen to investigate creative materials. Staff's good involvement helps children to explore colour, make predictions about what happens when colours are mixed and test out theories. Children delight in the experience of finding living things, such as worms and slugs, in their inspiring natural environments. They are confident to show these to staff who are on hand to provide equipment, such as bug observation kits, to help extend their learning. Innovative experiences, such as pairing patterned socks, using money during role play and exploring two- and three-dimensional shapes, help to enrich children's early mathematical skills in preparation for school.

### Personal development, behaviour and welfare are good

Children are happy and settled. They show a willingness to take on roles, such as snack helper, to aid their independence skills. Staff use a calm and sensitive manner with children. They promote a positive ethos for behaviour through effective methods, such as helping hands and sticker rewards. This contributes towards children adopting a culture of tolerance and respect, and celebrates their achievements and good work. Staff provide a good range of experiences that helps children to be physically active. For example, children move in a variety of ways during music and movement sessions and enjoy walks in their local area. Good hygiene procedures are promoted well by vigilant staff.

### Outcomes for children are good

All children make good progress in their learning and development. Children are very eager and motivated learners who show a desire to engage with others and develop early friendships. They engage in customs and routines that they will become more familiar with at school, such as lining up and engaging in prayers, and saying thank you for their food. Children develop good literacy skills. They form recognisable letters and eagerly engage in focused letters and sounds activities. Children count with numbers in the correct order and begin to recognise how many more objects are needed to reach a given number. They carry out many tasks independently, showing confidence and skill when beginning to manage risks, such as when carrying trays at lunchtime for themselves. This prepares children well for what they need to learn next.

## Setting details

<b>Unique reference number</b>	317556
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1064079
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Lyvennet Nursery Group
<b>Registered person unique reference number</b>	RP518425
<b>Date of previous inspection</b>	3 July 2013
<b>Telephone number</b>	01931 715 267

Lyvennet Nursery Group was registered in 1992. It operates from within Crosby Ravensworth C of E School and is managed by a voluntary committee. The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The nursery is open on Monday, Wednesday and Friday, during term time. Sessions are from 9am to 2pm. The nursery provides funded early education for two-, three- and four-year-old children.

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