

Lighthouse Day Nursery

34 Yarm Road, Stockton-on-Tees, TS18 3NG



Inspection date	5 December 2016
Previous inspection date	5 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are well qualified and the overall quality of their teaching is good. They plan activities that excite children and encourage them to take part and extend their learning.
- The manager understands her responsibility in notifying Ofsted of significant events in the nursery.
- Children's assessments are analysed well by the manager. This helps to secure intervention for children from external agencies, if appropriate, in order to meet their individual needs.
- Improvements have been driven well since the previous inspection. The learning environment has been enhanced and a higher focus has been placed on supporting children's early reading skills. This has improved outcomes for children.
- Good partnerships with local schools provide continuity in children's learning when they leave nursery and move on to school.
- Children's independence skills are fostered well in the nursery. They take an active part in routines, such as lunchtime and tidying up at the end of a session.

It is not yet outstanding because:

- Staff do not fully promote the concentration and attention skills of two-year-old children to the highest level during routines and planned activities.
- Self-evaluation is not sufficiently focused on evaluating the impact on children's learning that result from the improvements that have been made to teaching.

What the setting needs to do to improve further

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

- improve the organisation and teaching during routines and planned activities for two-year-old children and provide them with more opportunities to develop their concentration and attention skills
- strengthen self-evaluation procedures further and identify more clearly the impact on children's learning that results from the improvements that have been made to teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at and discussed relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of signs and symptoms that may indicate possible abuse to children. They know how to act and who to contact should they be concerned about a child's welfare. Clear procedures are in place to manage any allegation that may be made against a member of the staff team. Robust recruitment procedures are in place. All staff have thorough checks carried out to ensure they are suitable to be in regular contact with children. Staff are supported very well through ongoing supervision and training opportunities. They have completed training to improve provision for children's early communication skills. This has strengthened staff's knowledge and helps to improve outcomes for children, particularly those in receipt of funding and those who speak English as an additional language. The manager ensures most educational activities reflect children's stage of development in order to promote good progress in their learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's stage of development. New systems to observe, assess and plan children's learning have recently been introduced. Although in their infancy, they are beginning to strengthen staff's knowledge of individual children's learning and help to identify what they need to learn next. Staff and parents use this information to identify learning priorities for children and support their learning at home. Staff support pre-school children well to develop their technology skills. They sit alongside them when they complete programs on the computer and confidently use the mouse to create pictures and images. Very young children are helped to develop their exploration skills. Staff provide unusual objects that children handle with interest. Staff name objects clearly so children can build up their growing vocabulary.

Personal development, behaviour and welfare are good

High-quality information is gathered from parents when children first start at the nursery. Detailed documentation includes information about children's physical and emotional needs, such as medical information or any comforters used. This enables staff to implement effective care practices that support continuity in children's care. Children settle quickly and form strong attachments with staff. Parents speak highly of the support their children receive. During the inspection, they reported how delighted they are and how well staff support their children to become confident, motivated learners. Children behave very well in nursery. Staff support their understanding of social skills, such as sharing and taking turns. They use age-appropriate discussions with children to manage any minor conflicts that may occur.

Outcomes for children are good

Children make good progress in their learning. They develop a range of skills and knowledge that will prepare them well when they start school. All children develop skills in mathematics as they play. Two-year-old children recite some numbers in sequence when they experiment with dough making. Pre-school children look at numbers in the sand tray, identifying those that correspond with their age.

Setting details

Unique reference number	305962
Local authority	Stockton on Tees
Inspection number	1063944
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	34
Number of children on roll	49
Name of registered person	Alexander Robert Paterson
Registered person unique reference number	RP907911
Date of previous inspection	5 December 2013
Telephone number	01642 640022

Lighthouse Day Nursery was registered in 1996. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or higher. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm and includes after school provision. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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