

Inspection date	18 January 2017
Previous inspection date	2 October 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

- The strong management team motivates the staff well. Staff are supported to further their skills and strive for outstanding quality throughout the nursery. Staff are given opportunities to grow professionally and develop their roles within the nursery, for example, from practitioners to room leaders.
- Children are confident, secure and settle quickly because of the close relationships that they build with their key persons. They enjoy good opportunities to make decisions and learn new skills within the familiar environment and daily routine.
- Staff use books well to promote children's literacy development. Factual books are placed alongside toy animals and dinosaurs to extend children's understanding of the world. Staff help babies to understand how to use books as they encourage them to turn pages and lift the flaps as they read stories together.
- Children who speak English as an additional language are skilfully supported to make good progress. Key persons make time each day to speak to parents to help them understand children's needs. Staff are proactive in teaching themselves languages that children speak at home to help to communicate with them.

It is not yet outstanding because:

- The managers do not yet monitor the learning and progress being made by different groups of children to help them to make the best possible progress.
- Staff do not always encourage all parents to support children's learning through sharing information about children's learning and development at home.

What the setting needs to do to improve further

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

- monitor the learning and progress being made by different groups of children
- strengthen the opportunities for parents to provide information on what they know about their children's learning at home to promote further continuity in children's development.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the manager and deputy.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documents, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written documents.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the possible signs of abuse, and when and where to refer any concerns they may have about a child in their care. Managers have established robust recruitment procedures to help ensure that all staff are suitable to work with children. The manager and staff gather the views of parents and children, in order to plan for future improvement. Staff performance is monitored through peer reviews, supervision meetings and targeted training. Staff confidently talk about the positive impact training has on their practice. For example, they have learnt how to break down activities and daily routines into manageable steps. This helps children who have special educational needs to cope more easily with changes in routines.

Quality of teaching, learning and assessment is good

Dedicated staff plan and provide interesting, exciting and challenging activities that match children's interests and help them to consolidate and extend on their learning. Staff use their teaching skills well. Imaginative play is carefully planned to help children to deal with real-life situations. For example, in the pre-school room an imaginary hairdresser salon is set up as some children find visiting the hairdresser to have their hair cut stressful. Babies and toddlers spend time in the play kitchen area pretending to feed dolls. When staff notice young children experimenting with putting things on their heads, they provide a range of hats for them to dress up in. Staff observe what children know and can do and use this information to plan for their individual next steps in learning.

Personal development, behaviour and welfare are good

Children behave very well. They are polite and kind to each other and to staff. Children play cooperatively together, sharing toys and taking turns. They develop an understanding of how to keep themselves safe. When they are using the nearby church for activities, staff help children to check the environment for any hazards. Children mark down on a sheet what they have checked and any issues they have found. This helps children to identify and manage risk and to know how to keep themselves safe. Staff help to promote children's good health. They ensure that children have regular opportunities to enjoy and learn about the benefits of fresh air and exercise. Children are provided with healthy foods at snack and meal times and they are learning how to attend to their own care needs. Parents speak highly of the nursery staff. They feel their children grow in confidence at the nursery and this prepares them well for moving on to school.

Outcomes for children are good

All children make good progress, including those children for whom the nursery receives additional funding. Children choose to draw and write at every opportunity, both indoors and outdoors. They enjoy writing in the appointment book placed in the role play area, carry pens and notebooks around with them and make marks with chalks outdoors. Staff support children's mathematical understanding well relevant to their age. For example, they introduce numbers through songs to the younger children. Older children count and write numbers in their play. Children are quickly gaining the skills they need to be ready to move on to the next stage of their learning, including school.

Setting details

Unique reference number	EY462141
Local authority	Luton
Inspection number	1066867
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 - 4
Total number of places	40
Number of children on roll	60
Name of registered person	Lewsey Christian Centre
Registered person unique reference number	RP906889
Date of previous inspection	2 October 2013
Telephone number	01582603785

Lewsey Nursery was registered in 2013. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The nursery opens Monday to Friday from 8am to 5.30pm for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs.

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