

# Lawnswood Childcare - Shirley Heath Nursery



c/o Shirley Heath Junior School, Coombe Road, Shirley, Solihull, West Midlands, B90 3DS

<b>Inspection date</b>	1 February 2017
Previous inspection date	11 September 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

- Managers fully understand their responsibilities. They work with the local authority and liaise with a variety of professionals to seek advice and adapt practice to continually improve. Children's safety, welfare and learning are successfully promoted.
- Staff assess children's abilities. They plan activities that offer children suitable levels of challenge to build on their skills. Children make good progress in their learning.
- Managers have a sound overview of the progress children make. The special educational needs coordinators are knowledgeable in their roles. All children are offered the help and support they need. This helps to ensure no child falls behind.
- Staff are kind and caring. They get to know children well. Children form close bonds to staff and quickly settle in. They demonstrate that they feel safe and secure.
- Partnerships with parents are very good. Information about children's care and learning is shared in a range of ways. Parent's comment that they are very happy with the service provided. Children benefit from good continuity between the nursery and home.

### It is not yet outstanding because:

- Staff do not make the most of all opportunities to promote children's learning at the highest level. Occasionally, the way activities are organised makes it difficult for children to fully concentrate or the nursery routines disrupt their play and exploration.
- The quality of teaching is not yet outstanding. Staff's continuous professional development is not focused sharply enough on developing their teaching skills to help further raise the standard.

## What the setting needs to do to improve further

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

- review the organisation of activities and the routines of the nursery to increase the potential to make the most of all opportunities to promote children's learning at the highest level
- sharpen the focus of staff's continuous professional development and build further on the quality of teaching to help raise the standard to outstanding.

### Inspection activities

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

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The managers and staff have a good knowledge of safeguarding legislation and government guidance. They know how to recognise and respond appropriately to different indicators that a child may be suffering from harm. Staff complete daily risk assessment checks to ensure the environment, toys and equipment are suitable for use. This helps to keep children safe. The majority of staff are qualified. They are supervised and benefit from opportunities to increase some of their knowledge and skills. This has a particularly positive impact on care practices. Managers reflect on the quality of the provision. Targets for future development are set and they are well focused on maintaining good standards.

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

Staff have good expectations of what children can achieve. Individual learning plans ensure children's needs are met. The curriculum is broad and children have opportunities to develop their skills across the different areas of their learning. Young children particularly enjoy malleable experiences using sand, play dough and chunky crayons. Older children delight in imaginative and pretend play using a range of props and resources. Staff interact with children at their level and immerse themselves in children's games. Staff show children how different resources can be used. They talk to children and add explanations to their learning. All children acquire the basic skills they need for the next stage of their learning and their eventual move on to school.

### Personal development, behaviour and welfare are good

Children's good health is promoted. Staff provide children with a nutritious menu of snacks and meals. They talk to children about the benefits of eating well and about the importance of physical activities. Staff help them to observe the effects of exercise on their bodies. Children greatly enjoy taking part in obstacle courses and running races outside. Children's emotional well-being is suitably fostered. They behave very well. They learn to listen to adults, play well with others and respect the environment. Children benefit from equality of opportunity and their diversity is recognised, valued and celebrated. Staff find out about their cultures, languages and religions. They ensure children have opportunities to learn about the wider world.

### Outcomes for children are good

Children are becoming successful learners. Those who have special educational needs or disabilities and additional funding are appropriately supported to continually progress well. Children are confident to play and explore, and are motivated to learn. They are independent, make choices and learn to manage their self-care needs. Children's communication skills are developing well. All children particularly enjoy singing familiar rhymes and songs. Young children experiment with vocal sounds and babble. Older children are beginning to use complex sentences to express their thoughts and ideas, and they develop skills in literacy and mathematics. They enjoy reading stories and capably discuss the characters, what is happening and what they think might happen next. They also competently solve simple number problems, sequence patterns and count up to ten.

## Setting details

<b>Unique reference number</b>	250082
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1063800
<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 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Lawnswood Childcare Ltd
<b>Registered person unique reference number</b>	RP902267
<b>Date of previous inspection</b>	11 September 2013
<b>Telephone number</b>	0121 733 6605

Lawnswood Childcare - Shirley Heath Nursery was registered in 1997. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery operates all year around. Sessions are available on Monday to Friday, from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

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