

# Lynmore Nursery School Ltd

34 Sun Lane, Harpenden, Hertfordshire, AL5 4HA



<b>Inspection date</b>	10 February 2017
Previous inspection date	19 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider does not have effective systems in place to promptly check the suitability of staff who work, or have regular contact, with children.
- Managers do not ensure that those staff who hold a current qualification in first aid can swiftly respond to children in the event of an emergency or accident.
- Managers do not ensure that sufficient numbers of staff care for the younger children at all times.
- Most staff do not have up-to-date knowledge of good safeguarding practice. The designated person does not have a secure understanding of some of the procedures to follow if concerns arise.
- The supervision of staff is not effective. It lacks rigour in monitoring staff's performance or identifying training requirements to help support them to promote good quality education for children.
- Planned activities and unexciting resources often lack suitable challenge for children to make good levels of progress in their learning and development.

### It has the following strengths

- Children who have a hearing impairment are particularly well supported in the nursery. Staff work closely with other agencies and follow individual education plans well. Parents state that their children's needs are effectively met in the homely environment.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all people who are looking after children or who have regular contact with them are suitable to do so; to include taking prompt action to obtain a Disclosure and Barring Service check for new employees</li> </ul>	24/02/2017
<ul style="list-style-type: none"> <li>■ ensure that a qualified first-aider is able to respond quickly to an emergency in the building and garden</li> </ul>	24/02/2017
<ul style="list-style-type: none"> <li>■ ensure that sufficient staff are working directly with the children; for children aged under two years that there is at least one member of staff for every three children and for children aged two years that there is at least one member of staff for every four children</li> </ul>	24/02/2017
<ul style="list-style-type: none"> <li>■ ensure that all staff, including the designated person, have a secure knowledge of up-to-date safeguarding issues and the procedures to follow when concerns arise</li> </ul>	03/03/2017
<ul style="list-style-type: none"> <li>■ implement a structured and comprehensive system for staff supervision, identifying targeted staff development and training needs</li> </ul>	17/03/2017
<ul style="list-style-type: none"> <li>■ ensure that activities and resources consistently provide planned and purposeful challenge to effectively support children's learning.</li> </ul>	24/02/2017

## Inspection activities

- The inspection was carried out as a result of a risk assessment, following information received by Ofsted.
- The lead inspector carried out a joint observation with the manager.
- Both inspectors observed activities in the playrooms and nursery garden. They spoke to staff and children at appropriate times throughout the inspection.
- The inspectors held meetings with the manager and provider.
- The inspectors looked at the evidence of the suitability of staff working with children. They looked at a range of documentation, including attendance registers, children's records, the safeguarding procedures, staff supervision notes and monitoring records.
- The inspectors looked at children's assessment and planning documentation.
- The inspectors spoke to a number of parents and took their views into consideration.

## Inspector

Katrina Rodden and Valerie Fane

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. There is sometimes a delay before the provider completes the necessary checks to ensure that newly recruited staff are safe to work with children. While staff are not left unsupervised with children, parents are not assured of the suitability of these staff. Most staff, including the designated safeguarding lead, have a poor knowledge of recent safeguarding legislation. The designated person does not have a sufficiently clear understanding of how to report some safeguarding concerns or the procedures to follow if an allegation was made against a member of staff. This affects their ability to effectively protect children. Managers ensure that there is always a qualified first-aider in the nursery when children are present. However, staff with first-aid qualifications are not always effectively deployed in such a way that they could rapidly reach any area of the nursery or garden in the event of an accident. Staff supervision arrangements are not robust. Managers fail to identify training needs to help the staff build upon their existing knowledge and skills and improve their quality of teaching. While self-evaluation is weak, the provider and manager have identified some areas to improve the provision. For example, new methods for accurately recording children's progress have been introduced. Staff implement robust procedures to help ensure the safe collection of children and to keep the nursery secure.

### **Quality of teaching, learning and assessment requires improvement**

Although staff are nearly all well qualified, they do not consistently provide enough challenging adult-led activities or exciting opportunities for free play. Therefore, children do not consistently move on swiftly to the next stage in their learning and development. Interaction between staff and children is limited during their self-chosen play. However, when staff answer children's questions, they take time to give clear responses and explanations, helping children to enhance their knowledge. Children enjoy listening to stories. Staff ask the children what they think will happen next, helping children predict outcomes while they speak to and listen to their friends. When children first attend the nursery, staff gather information about what children can already do and what they like. This helps staff plan topics and some activities that will interest children. Staff monitor children's progress and share this information with parents on a regular basis.

### **Personal development, behaviour and welfare are inadequate**

Managers do not ensure that children are cared for by a sufficient number of staff in relation to the chronological age of children. As a result, younger children do not always receive good support for their care, learning and development. Although children have formed good relationships with staff, the lack of staff working with children means that there are times when children are upset or their play is interrupted due to the needs of others. For example, when one child needs a nappy change, others have to go with them to the changing area. The key-person system helps staff to build positive relationships with the children they care for. Parents spoken to said they knew who they could speak to about their child's care. Staff ensure that children do not come into contact with food that is likely to cause them harm. Each child has their own placemat, containing information about allergies and special dietary requirements, which they use at mealtimes. Since the

last inspection, managers have made improvements to the garden, helping to support children's physical development. Children enjoy maneuvering around large tyres when they scoot and pedal wheeled toys around them. Children behave well. They follow simple rules and they are kind to others.

### **Outcomes for children require improvement**

Children steadily learn and develop, but are not sufficiently challenged to consistently make good progress in relation to their starting points. Older children are given opportunities to learn how to write letters and numbers to help prepare them for school. They learn to put on their coats and boots when they go out into the garden. Children who speak English as an additional language are supported to make good progress in their communication and language. Staff find out key words to help them communicate and encourage all children to have an interest in different languages. Children learn to respect others and form positive friendships.

## Setting details

<b>Unique reference number</b>	123636
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1083993
<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>	1 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Lynmore Nursery School Limited
<b>Registered person unique reference number</b>	RP523451
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	01 582 764172

Lynmore Nursery School Ltd was registered in 1988. The nursery operates Monday to Friday for 50 weeks a year from 8am until 6pm. Children attend a variety of sessions. The privately owned nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs and disabilities. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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