

The Croft at Lyme Drive

Lyme Drive, Parklands, Stoke On Trent, ST4 6NW



Inspection date	14 August 2017
Previous inspection date	26 May 2015

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 management team regularly reflects on the quality of the provision. They provide staff with individual support meetings to discuss concerns, strengths and development opportunities. They monitor staff's performance to make sure their teaching skills are consistently good. This helps to develop plans to improve the quality of teaching so all children continue to make good progress.
- The management team analyses and reflects on the progress of individual and specific groups of children. They share this information to help staff plan an environment that supports children to strengthen and deepen their skills across all areas of learning.
- The special educational needs coordinator brings a wide range of skills, expertise and enthusiasm to her role. She regularly liaises with the local authority adviser and other external agencies to coordinate additional support for children who have special educational needs and/or disabilities. This means that staff are supported well to help these children make the best possible progress.
- Staff build and maintain secure emotional attachments with children. For example, they soothe babies by gently patting their backs as they go to sleep. Children are self-assured and happy. They seek out others to share experiences with.

It is not yet outstanding because:

- Some staff do not consistently build on what children need to learn next to help them achieve as much as possible in their learning.
- The management team does not monitor the effectiveness of the range of methods in place that encourage parents involvement in their children's care and learning.

What the setting needs to do to improve further

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

- encourage staff to consistently build on what children need to learn next to help them achieve as much as possible in their learning
- monitor the effectiveness of the methods of information sharing that are already in place, to ensure all parents are fully involved in their children's care and learning.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff recruitment, induction and ongoing suitability checks promote a strong commitment to safeguarding children. There is a comprehensive, up-to-date safeguarding policy and staff complete regular safeguarding quizzes to check their understanding of child protection is secure. The safeguarding noticeboard in each playroom provides parents and staff with up-to-date information about what to do if they have any concerns about a child.

Quality of teaching, learning and assessment is good

Staff understand and use a wide range of effective teaching strategies. They encourage younger toddlers to join in with the actions to their chosen songs. They teach them how to use musical instruments and to stop when requested. Staff encourage the older toddlers to use a magnifying glass to observe the spiders outside. They talk to the children about what they are seeing to consolidate their learning. Staff provide very good support to children who speak English as an additional language and children who need extra help to develop their speech. They have attended time for talk training and are very confident in their use of signing with children, this promotes the use of actions to support the spoken word. This, along with visual aids and small group activities help children to communicate and develop their speech. Staff in the pre-school room plan daily literacy sessions for children. Pre-school children are beginning to write their own names and link sounds to letters.

Personal development, behaviour and welfare are good

Staff in the baby room have attended baby practitioner training. They have successfully organised the room so that babies have better access to toys and more space to roll, crawl and practise walking. Staff are good role models for the children. Children's behaviour is good and they show empathy and a high regard for their friends. Children enjoy nutritious and well-balanced meals and snacks. They confidently serve their own food and pour their own drinks at mealtimes to develop their independence. Children have the opportunity to experience physical challenge and manage risks for themselves. They climb over, lift and manoeuvre car tyres and use the climbing equipment with increasing skill.

Outcomes for children are good

Children are well prepared for the next stage in their learning, such as school. Babies are engrossed as they watch themselves in the mirror as they explore the natural wooden objects. Younger toddlers concentrate as they successfully fit shapes into spaces on the inset puzzle boards. Children have good opportunities to engage in imaginative role play. For example, older toddlers enjoy pretend play in the home corner and clean real vegetables. Pre-school children mix mud in pans with a wooden spoon as they talk about making pasta. Children engage in their play throughout the day.

Setting details

Unique reference number	260348
Local authority	Stoke on Trent
Inspection number	1090479
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 - 5
Total number of places	59
Number of children on roll	66
Name of registered person	Croft Nursery School Limited
Registered person unique reference number	RP907379
Date of previous inspection	26 May 2015
Telephone number	01782 911314

The Croft at Lyme Drive registered in 2001 and is one of two nurseries managed by Croft Nursery School Limited. The nursery employs 16 members of childcare staff. All staff hold appropriate early years qualifications. This includes two at level 6, 13 at level 3 and one at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It provides a crèche facility for children whose parents are members of the on-site gym.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

