

The Lanes Day Nursery

155 High Lane Central, West Hallam, Ilkeston, Derbyshire, DE7 6HU



Inspection date	22 August 2017
Previous inspection date	30 June 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching throughout the nursery is variable. Some of the staff do not demonstrate a good enough understanding of how children learn and develop. The manager does not monitor staff performance effectively to help them to improve their practice.
- The key-person system is not effective. Some staff do not know their key children well enough to identify and plan appropriately for their next steps in learning.
- Staff do not always support children's individual development and learning needs, particularly when children are due to move into a new age group and room. They do not plan challenging activities to support children's ongoing learning and good progress.
- The manager has not fully established arrangements to compare the progress made by different groups of children to make sure that all of them are supported effectively to make the best possible progress.

It has the following strengths

- Children behave well. Staff provide children with clear guidance to help them manage their own actions. They encourage children to take turns and share.
- Children benefit from nutritionally balanced meals that meet their dietary needs. They develop good independence, for example, as they serve their own meals and pour their own drinks.
- Efficient systems are in place for managing the recruitment and induction of staff and for checking their suitability.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ focus the professional development of staff on improving the knowledge and skills needed to deliver a good quality educational programme and to support children in making good progress in their learning 	30/10/2017
<ul style="list-style-type: none"> ■ ensure that the key-person system is effective and children's learning needs are consistently met 	30/09/2017
<ul style="list-style-type: none"> ■ ensure that staff consider the individual needs, interests and stage of development for each child in the nursery to plan suitably challenging activities and experiences consistently for them. 	30/10/2017

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

- strengthen the systems for comparing the progress made by different groups of children to make sure that all of them receive the specific support they need to make as much progress as possible.

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 spoke to the staff and children throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has identified some weaknesses in the educational programme offered for children. The staff team is in a period of change and is using a new system to plan for children's learning. However, staff do not have a good enough understanding of how to use assessment. They do not use their observations effectively to identify what children need to learn next and to plan for their individual needs. Some activities do not provide enough challenge to promote children's development. In addition, the progress that different groups of children make is not effectively monitored. The manager does not have a good enough overview of children's progress to support staff in the planning of activities and experiences for children. Although staff receive some training and feedback on their performance, this is not fully effective in ensuring consistently good teaching. Safeguarding is effective. Staff understand and implement policies and procedures to help keep children safe. For example, staff fully risk assess the areas that children use and they supervise children well.

Quality of teaching, learning and assessment requires improvement

Despite staff's qualifications, the quality of some teaching is not good enough to ensure that children make consistently good progress. Some staff do not know their key children well enough and their interactions with children are sometimes limited. As children play, staff do not consistently guide their learning or help them to follow their own ideas or interests. In contrast, some teaching is good. For example, staff in the pre-school room effectively promote mathematical concepts, such as big, little, fast and slow, during a game of pretend aeroplanes in the outdoor area. The children move around at differing speeds and change directions. Their physical skills develop as they negotiate space and clamber over obstacles. Older children are encouraged to manage risks as they balance on large equipment and jump safely from different heights. Parents are suitably informed about their children's activities.

Personal development, behaviour and welfare require improvement

Some staff do not demonstrate a good enough understanding of how children learn and develop. They do not always plan effectively to extend children's learning and enjoyment. For instance, staff in the baby room do not consistently help children to gain confidence in their physical skills, such as walking. Staff do not share enough information with each other as children move on to the next room. This does not promote continuity in support and planning for children's individual needs. Children are supported to settle in when they start attending. Staff invite parents for visits and to gradually leave their child.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development because of variations in the standard of teaching. Although staff are generally well qualified, this is not always reflected in the progress that children make. However, children are learning to be independent and tolerant of others. Overall, they are steadily developing the necessary skills in readiness for school.

Setting details

Unique reference number	206270
Local authority	Derbyshire
Inspection number	1089938
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 - 8
Total number of places	48
Number of children on roll	62
Name of registered person	The Lanes Day Nursery Limited
Registered person unique reference number	RP535459
Date of previous inspection	30 June 2015
Telephone number	0115 944 0810

The Lanes Day Nursery registered in 1994. The nursery employs 11 members of childcare staff. Of these, nine staff are qualified at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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