

Newlands Nursery

6-8 Winchester Avenue, Lancaster, LA1 4HX



Inspection date

4 December 2017

Previous inspection date

12 September 2014

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

- Children develop strong bonds with their key person and other well-trained staff. They are keen to share their learning experiences and go to staff when they require reassurance or support. Staff foster children's emotional well-being effectively.
- Staff engage very well in children's play and learning. Staff maximise opportunities to identify children's interests and build on what they are already doing. They act quickly to capture crucial moments and extend children's learning further. As a result, children make good progress and they are highly motivated and eager to learn.
- Children behave well in the calm, relaxed and welcoming environment. Staff meet children's individual needs very effectively. They develop strong partnerships with parents and keep them well informed of their child's progress. Staff work well with parents to support children's learning at home.
- Staff use additional funding effectively to improve early language and literacy outcomes for individual children. For example, they provide opportunities for children to use storybooks, guess rhyming words and use a writing skills program on the computer.
- Children have access to a well-resourced outdoor play area. They have good opportunities to explore and investigate a broad range of activities. For example, they learn about volume and capacity as they transport water around the play area and access a range of play equipment to build on their physical skills.

It is not yet outstanding because:

- At times, staff do not give pre-school children enough time to develop their critical thinking skills, such as being able to consider questions carefully before they respond.

What the setting needs to do to improve further

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

- allow pre-school children sufficient time to gather their thoughts and ideas, particularly before responding to questions.

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 staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views from recent questionnaires and messages on the nursery's social media page.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the procedures to follow for reporting any safeguarding concerns. Managers follow robust recruitment and induction procedures which ensure that all adults working with the children are suitable. Staff supervise children well and keep an accurate record of existing injuries, accidents and incidents. Self-evaluation is robust and involves all users of the nursery. The management team monitors staff performance thoroughly to help raise the quality of teaching and children's learning. Tracking is in place to help identify any gaps in children's learning and plan effective ways to narrow these quickly for all children. Partnerships with parents and other professionals are strong. Parents express a high regard for the help and support they receive from all staff.

Quality of teaching, learning and assessment is good

Staff know their key children well and use their observations and assessments to plan for each child's next steps in their learning. Staff promote children's early reading and writing skills well and nurture their enjoyment of books by placing them in all areas of the room. They value children's ideas during their play and follow their lead. Staff join in with children's play while guiding and supporting them skilfully. Children enjoy matching shapes in Christmas tree templates. They enjoy singing Christmas songs in preparation for their nativity play. Staff model good language and introduce vocabulary, helping children to build on their communication skills.

Personal development, behaviour and welfare are good

Children develop secure and supportive relationships with key staff. They learn to listen and take note of staff guidance and reminders about sharing and taking turns. Children relish the positive praise they constantly receive in recognition of their achievements. They learn how to keep themselves safe as staff provide in-depth explanations about everyday risk, such as the importance of cutting grapes up before eating them. The cook provides healthy, nutritious and well-balanced meals which the children thoroughly enjoy. Children know when and why they must wash their hands. Staff support children's independence skills effectively. All children enjoy daily access to fresh air while playing outdoors, supporting their good health and the development of their physical skills. They also explore the community as they visit playgrounds and enjoy woodland walks.

Outcomes for children are good

All children make good progress from their initial starting points. They are working within the range of development typical for their age. They are confident, enthusiastic learners who are continually busy and engaged with the exciting activities and resources. Children access these easily in each room and make independent choices. Children interact confidently with staff and demonstrate good manners and social skills. Babies develop their physical skills as they turn the pages of books and handle resources that make a noise. Children learn to count. They enjoy their time at the nursery. Children are developing key skills ready for their future learning and school.

Setting details

Unique reference number	EY361733
Local authority	Lancashire
Inspection number	1104668
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	46
Name of registered person	Joanne Reed, Eileen Reed, Malcolm Reed & Lynesey Hunter Partnership
Registered person unique reference number	RP527317
Date of previous inspection	12 September 2014
Telephone number	01524 61622

Newlands Nursery registered in 2007. The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level two, and six hold appropriate early years qualifications at level three. One member of staff holds qualified teacher status and two managers hold appropriate early years qualifications at level five. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. 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 and those who speak English as an additional language.

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

