

The Lanes Day Nursery

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



Inspection date	20 April 2018
Previous inspection date	22 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager and staff have worked hard to develop their practice since the last inspection, and the action taken has effectively improved the quality of the provision. The manager evaluates the nursery well to support continuous improvements.
- Staff are caring and attentive to children's needs. Children are happy and settled. They form secure relationships with staff and positive friendships with other children.
- Staff are positive role models and provide children with clear guidance and explanations to help them manage their behaviour. Children behave well. They play cooperatively, learn to share, take turns and how to be kind to each other.
- Partnerships with parents are strong. Parents appreciate the information they receive about their children's development. Staff encourage parents to be involved in their children's learning and suggest activities they can use with their children at home.
- Observations and assessments are effective. Staff identify children's next steps in their learning close any gaps as quickly as possible through targeted activities. Children make good progress in their learning given their individual starting points.

It is not yet outstanding because:

- At times, staff do not make the most of opportunities to extend the play experiences to challenge the older and most able children's learning during child-initiated play.
- Staff do not consistently help children learn about each other's similarities and differences, and those beyond their own experience.

What the setting needs to do to improve further

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

- provide the older and most able children with an even greater level of challenge during child-initiated play, to help them achieve the best possible progress
- increase opportunities for children to learn about each other's similarities and differences and the wider world beyond their own experiences.

Inspection activities

- The inspector carried out a tour of the nursery. She looked at the range of resources available for the children to use and security arrangements to keep the children safe.
- The inspector spoke to the children, staff and some parents during the inspection. She held discussions with the manager and deputy manager at convenient times throughout the inspection.
- The inspector observed activities indoors and outdoors and the interactions between the staff and children. She completed a joint evaluation of an activity with the manager and discussed the impact of teaching.
- The inspector discussed the children's learning and progress with the manager and the children's key person.
- The inspector discussed with the manager some of the nursery's policies and procedures, and staff's suitability records and qualifications. She also discussed the nursery's action plan, staff performance and monitoring procedures.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The manager provides strong leadership and has high expectations for the nursery. Safeguarding is effective. The manager and staff have a clear understanding of their roles and responsibilities to protect children and the procedures to follow if they have a concern. Rigorous recruitment and vetting arrangements ensure that staff are suitable to work with children. There are good processes to support staff and encourage their professional development. For example, the manager holds staff supervisions, appraisals and meetings to discuss staff performance and children's achievements. Staff attend regular training to help improve their skills and teaching. For example, staff attended training around teaching children through their play, which has helped the way they plan their activities. Links with other settings are effective and help to secure continuity in care and learning.

Quality of teaching, learning and assessment is good

Staff understand that children learn through play and provide a wide range of opportunities to promote children's development. They interact in a positive manner and become involved in the children's play. They encourage children to follow their interests. For example, children who are interested in pirates are encouraged to build a pirate's ship and younger children enjoy drawing roads to roll their trucks along. Staff ask questions and introduce new words to help increase their vocabulary and thinking skills. Children successfully learn about the natural world. They dig for snails and worms and draw pictures of the creatures they have found. They talk about the patterns on the snail's shell and how the worm moves.

Personal development, behaviour and welfare are good

The key-person system is effective and staff know the children well. Babies and children demonstrate that they are comfortable in their surroundings and move confidently around the nursery choosing their play. They learn to identify and manage risk effectively, to help them learn about keeping themselves safe. Staff support children to learn about healthy lifestyles. Children enjoy healthy and nutritious snacks and meals and have free access to drinking water. They play outdoors each day to enjoy fresh air and physical exercise, which supports their good health. Staff encourage children to follow good hygiene routines and become independent in using their personal skills.

Outcomes for children are good

All children are well prepared for their future learning and eventual move on to school. They are enthusiastic learners and have a positive attitude to learning. They show good concentration and explore and investigate their play. Pre-school children develop good mathematical skills. They compare sizes and recognise shapes in their environment. They enjoy listening to stories and write their names, to help develop their literacy skills.

Setting details

Unique reference number	206270
Local authority	Derbyshire
Inspection number	1112958
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 - 4
Total number of places	42
Number of children on roll	71
Name of registered person	The Lanes Day Nursery Limited
Registered person unique reference number	RP535459
Date of previous inspection	22 August 2017
Telephone number	0115 944 0810

The Lanes Day Nursery registered in 1994. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. The manager holds level 4. The nursery opens from 7.45am until 6pm, Monday to Friday, all year round, except for the week between Christmas and New Year and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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