

# Fleur De Lys Nursery And Preschool

2 Highfield Road, Saxilby, LINCOLN LN1 2QP



## Inspection date

6 February 2019

Previous inspection date

Not applicable

## The quality and standards of the early years provision

### This inspection:

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of 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 well-qualified management team supports staff in their practice effectively. Staff attend meetings to discuss their progress and continuous professional development opportunities. Staff display consistently good teaching and support children well in their development.
- Staff gather information about children's medical and dietary needs when they first start. The manager makes sure that all staff are aware of children's individual needs. Children's good health is promoted well.
- Staff support children with special educational needs and/or disabilities well. Children progress well in their development. The special educational needs coordinator attends training that helps her to set more specific targets to support children's progress.
- The manager uses additional funding effectively to promote children's emotional well-being. This is particularly effective when children face changes in their family circumstances. Children learn to manage their feelings.
- Staff promote positive behaviour well. Children learn to sit properly on a chair. Staff remind older children to use their 'listening ears' as they read them a story.
- Staff encourage older children to solve problems in their play, for example asking them how they could get from one side of the garden to the other. Children come up with their own ideas and use crates and pipes to make an obstacle course.
- Staff do not gather enough information from parents about their children's prior learning. As a result, staff are not always able to make precise assessments of children's abilities when they first start.
- Staff do not consistently support parents to contribute to younger children's learning at home.

## What the setting needs to do to improve further

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

- build on assessments when children start attending and gather more information from parents about children's prior learning at home
- help and support parents of younger children to contribute to their children's learning at home.

### 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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions and reading written feedback provided.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The recruitment procedures for new staff are robust. The manager checks staff's ongoing suitability to work with children. The management team and staff know the signs of abuse. They are aware of their responsibilities to report concerns about children's safety. The manager identifies ongoing improvements. She gathers feedback from parents, children and staff. Changes to the outdoor area provide further opportunities for children to extend their learning outdoors. The manager monitors the progress made by groups of children. She shares this with staff and together they identify ways to support and extend children's good progress. For example, older children develop their understanding of the world.

### Quality of teaching, learning and assessment is good

Staff follow children's interests well and enhance their learning experiences. They observe children closely and identify what they need to learn next. Staff model how to stack blocks on top of each other. Younger children learn how to build and construct. They build their own tower and knock it down. Staff promote children's communication and language development well. They sing nursery rhymes when they play alongside younger children. Children listen to and join in with actions to their favourite songs. Older children confidently sing songs in front of groups of children. Staff encourage younger children to develop their mathematical skills. They ask them to count objects. Children count to five.

### Personal development, behaviour and welfare are good

The cook offers children a healthy range of freshly prepared meals. Menus are displayed for parents to view to ensure they are aware of what children eat. Staff provide opportunities for children to learn about their local community. They take children to visit shops to buy ingredients for use in baking activities. Staff also take children to visit the library, where they choose books to bring back to the nursery. Children develop their understanding of their own and others' cultures. They try foods and listen to music from other countries. Staff know the children well and are skilled at helping children settle when they first arrive. They use bubble mixture to blow bubbles into the air. This helps to divert children's attention from parents, and children settle quickly. Staff encourage children to do things for themselves. Young children peel bananas and older children pour their own drinks.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Young children show good communication and language skills and listen well. For example, they follow instructions when staff ask them to shake and then stop playing musical instruments. Older children communicate their needs well. They learn to take turns in conversations and value the views of others. Children who speak English as an additional language develop well. They are at the expected stage of development for their age in their speaking skills. Overall, they develop a good understanding of English. Older children develop their imagination. They use boxes and call it a 'train'. Children are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY543286
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10090146
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Letherby, Elizabeth Claire
<b>Registered person unique reference number</b>	RP515894
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01522 262250

Fleur De Lys Nursery And Preschool registered in 2017. The nursery employs nine members of childcare staff. Of these, the manager is a qualified teacher, the deputy manager has early years teacher status and six staff hold appropriate early years qualifications at level 3 or above. The manager is a qualified teacher and the deputy manager has early years teacher status. The nursery opens from Monday to Friday all year round, except for one week in summer and one week at Christmas. Sessions are from 7.15am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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