

The Lyme Nursery Ltd

Lyme Nursery School, Westfield, Lancaster Road, NEWCASTLE,
Staffordshire ST5 1DS



Inspection date	16 April 2019
Previous inspection date	15 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider has completed robust vetting checks on all childcare staff. However, they have not fully conducted the same checks on the small number of staff and volunteers who solely perform housekeeping duties. The provider has also not provided an induction to train housekeeping volunteers about their role. This has a minimal impact because these staff and volunteers do not have unsupervised access to children.
- The manager has developed ways to monitor the good staff teaching. However, this is not yet highly effective to tackle minor inconsistencies in practice.
- The manager has plans to monitor the good progress made by different groups of children. Although, she has not yet implemented these plans to help promote children's learning at the highest level.
- Key persons complete accurate assessments of children's starting points. On occasion, they do not do this as swiftly as possible and do not always obtain the most detailed information about children's prior learning.

It has the following strengths

- Staff provide varied opportunities for children to learn about experiences beyond their own. For example, staff invite professionals to visit the nursery, such as neonatal nurses. This helps children to learn about the care needs of others, including premature babies.
- Staff successfully promote children's good health. Children demonstrate this when they learn about the importance of 'warming-up' before yoga and drinking water after they have exercised.
- Staff's teaching helps children to learn good skills for the next stage in their learning, including school. Toddlers show high levels of curiosity, such as when they look for insects in the garden. They listen to and repeat the names staff give to insects.

What the setting needs to do to improve further

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

	Due date
complete identity and vetting checks, including obtaining Disclosure and Barring Service checks for all staff and volunteers who have regular contact with children	16/08/2019
provide induction training for all volunteers, to help them fully understand their roles and responsibilities.	16/07/2019

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

- strengthen the monitoring of staff's practice to help tackle any minor inconsistencies and build on their already good teaching skills
- develop monitoring to include the progress of different groups of children, to help identify and reduce any differences in their learning
- strengthen the assessment of children's starting points to quickly undertake initial assessments for all children that include detailed information about children's prior learning from parents.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. He looked at relevant documentation and evidence of the suitability of staff and volunteers working in the nursery.
- The inspector viewed parent's written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not completed all the identity and vetting processes for housekeeping staff and volunteers, including obtaining a Disclosure and Barring Service check. There are stringent procedures in place to ensure these staff and volunteers do not have unsupervised access to children. The provider has checked all other staff's suitability. The induction training programme is variable. While staff receive a robust induction, including the setting's policies and procedures, housekeeping volunteers do not. Staff have a strong understanding of the child protection procedures and how to report a concern about a child's welfare. They effectively minimise potential hazards in the environment. Safeguarding is effective. The special educational needs and/or disabilities coordinator makes effective use of professional development. She shares her knowledge with key persons to help them identify children who are not making the expected progress. Children with special educational needs and/or disabilities receive timely support from other professionals. The management team regularly obtain the views of others, such as children and staff. The manager uses their ideas to make improvements, such as the current development of the outdoor learning space.

Quality of teaching, learning and assessment is good

Key persons know children well. They sensitively observe and assess children's achievements at nursery to identify their next steps based on their interests. For instance, staff working in the baby room promote children's physical skills through their enjoyment of blocks. Staff support babies to grasp blocks and place them on top of each other to build a tower. Staff working with the older children skilfully build on their prior skills and knowledge. Staff demonstrate this when they help older children to recall and use their communication and language skills to say the sounds that represent letters.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff help children to follow rules and they make their expectations clear. When children have minor disagreements, staff help them to understand how they have made other's feel. Children demonstrate this when they point to visual prompts to help them represent and identify emotions. Staff who work with the youngest children are sensitive and attentive to their needs. This helps babies to form strong attachments to staff, such as when they clamber onto staff's laps for physical comfort and reassurance. There are good arrangements in place to help children to feel emotionally secure when they move to the next base room in the nursery.

Outcomes for children are good

Children make good progress from their starting points. Toddlers develop good self-care skills, including becoming toilet trained before starting school. Older children develop good technology skills. They can use computer programs, mostly, without support. Younger children enjoy exploring. They are confident to manipulate different media and materials, including damp sand.

Setting details

Unique reference number	EY474854
Local authority	Staffordshire
Inspection number	10069788
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	60
Number of children on roll	101
Name of registered person	The Lyme Nursery Ltd
Registered person unique reference number	RP903279
Date of previous inspection	15 July 2014
Telephone number	01782 616188

The Lyme Nursery Ltd registered in 2014. It is open from 7am until 6pm, Monday to Friday, except for bank holidays and one week between Christmas and New Year. There are 18 members of childcare staff. Of these, 16 hold appropriate qualifications at level 2 or above. The manager holds a level 5 qualification. The provider receives funding for the provision of free early education for two-, three- and four-year-olds.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

