

# Inspection of Lawn Lane Day Nursery School

Lawn Lane, Chelmsford, Essex CM1 7PP

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Inspection date: 3 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children settle quickly into the nursery. They form exceptionally strong relationships with staff and this helps them to feel safe. Transitions through the rooms are especially smooth, as staff ensure that children become very familiar with the nursery routines. Children know where to find their favourite things and they develop a very secure sense of belonging.

Children enter the nursery with excitement. They are eager to explore the excellent activities that are tailored to meet their individual needs and interests. Children become confident and self-assured. Their exceptional behaviour and happy smiling faces demonstrate that they feel emotionally secure. They are active learners and ready to face the next challenge. Children choose where they want to play. They enjoy outdoor activities every day, in all weather conditions. This helps to promote their health and well-being exceptionally well.

Children become exceedingly independent from an early age. The youngest children use their cutlery skilfully as they enjoy the delicious and nutritious freshly cooked meals. Older children proudly and enthusiastically carry out their tasks as special helpers. They enjoy taking responsibility for making sure the play area is safe for their friends. Children are extremely thrilled to receive stickers for their exceptional achievements.

## **What does the early years setting do well and what does it need to do better?**

- Staff welcome children and parents with warm smiles and greet them enthusiastically. Children enjoy exploring the many resources in the foyer that attract their attention and encourage them to learn. They are proud to hang stars, written by their parents, on a 'wow tree', as they talk to staff about their special achievements at home. For example, they may have given up their dummy to Santa over the Christmas holidays.
- Young children, who are visiting the nursery for settling-in sessions, enjoy play. They explore toys, finding numerous interactive buttons to press. These children hear the sounds of letters and repeat them to their parents. Children examine a display of books. They are encouraged to choose one to take away to read with their family. They are attracted to a teddy bear that waits for them to start nursery, so they can take it home to join in their adventures.
- Parents are enthusiastic in their praise of the dedicated staff. Staff ensure that parents provide all the information they need to build on children's learning from home. They offer detailed daily feedback to parents about their children's care and learning. Staff frequently seek parents' views on the service they provide.
- Children learn about the wonders of technology. For instance, they use a computer tablet held in front of a special card. The children see pictures of

dinosaurs projected onto a screen and learn about three and four dimensional shapes. A wonderful display of dinosaurs and their habitats encourages children to explore shapes and sizes of bones. They measure them against each other and find out which is the longest or the shortest.

- All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make exceptional progress. The rigorous assessments carried out by staff ensure that any gaps in children's learning are quickly identified. Systems to support children with additional needs are outstanding. Staff seek the expertise of external professionals to provide interventions that support children to develop to the best of their potential.
- Staff promote children's listening and attention skills extremely well. They introduce vocabulary to extend children's communication and language development. Children, encouraged by staff, share their views and ideas. They vote for their next activity, helping them to learn about democracy. Staff use physical activities to encourage children's learning of letters and sounds. For example, children jump across an imaginary river using stepping stones as they recite the letter sounds of simple words.
- Staff are dedicated to providing an exceptional learning environment for children. Managers supervise and support staff extremely well. Staff constantly reflect on their teaching and observe the practice of their peers. All staff have excellent opportunities to develop their skills to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a sound knowledge and understanding of all safeguarding matters. Staff are extremely confident in their ability to recognise the signs and symptoms that could indicate a child is at risk. Procedures for recording and reporting concerns are rigorous. Managers question staff regularly about their knowledge of child protection and evaluate their responses. Recruitment of new staff is extremely secure and ensures that all staff working with children remain suitable for their role.

## Setting details

<b>Unique reference number</b>	EY472646
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127292
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Seymour House Limited
<b>Registered person unique reference number</b>	RP533301
<b>Telephone number</b>	01245346643
<b>Date of previous inspection</b>	2 July 2014

## Information about this early years setting

Lawn Lane Day Nursery School registered in 2014. The nursery operates from Monday to Friday, 7am to 6pm, 51 weeks of the year. There are 13 members of childcare staff, 12 of whom hold early years qualifications, at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Forbes

### Inspection activities

- The inspector viewed all areas of the nursery and discussed the curriculum with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection, and looked at relevant documentation.

We carried out this inspection 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.

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