

Inspection of The Lyme Nursery Ltd

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

Inspection date: 29 September 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

All children are warmly welcomed on arrival and feel safe and settle easily. Children with special educational needs and/or disabilities are offered good support by sensitive staff that are extremely attentive to their needs. Children behave well and learn to consider the needs of others.

Children become involved in their play because staff carefully observe what children do and adapt and extend activities as they happen. In the baby room, their interest in animals is extended throughout the day. For example, babies are supported to combine a range of resources, such as cereals, milk and toy farm animals. They are keen to make animal sounds and name them. Children of all ages use their senses to explore materials and staff encourage them to develop a rich range of vocabulary.

Children show sustained levels of interest in their play and remember and enjoy recalling what they have learned. For example, pre-school children are fascinated by space and name the planets they know and talk about the moon, rockets and the stars. The activities provided have a clear learning intention. For example, children in the toddler room delight in talking about the natural resources, such as the conkers, rosemary and feathers, as they make their creations. Staff make the most of these opportunities to reinforce and extend children's learning.

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

- Prompt and effective action has been taken to address the actions raised at the last inspection. All staff and volunteers, who solely perform housekeeping duties, now also undergo identity and vetting checks and receive a thorough induction. This ensures they are suitable and have a clear understanding about their roles and responsibilities.
- Staff use their knowledge of what children like and can do to help plan motivating experiences for children. The curriculum is designed around the changing seasons and other popular interests, which ignite children's curiosity and enthusiasm for learning. Staff use their daily observations to shape their teaching and extend and adapt activities to help children progress and achieve.
- The experienced manager and deputy work extremely well together to monitor, guide and support staff. Staff speak highly of the systems in place and the support and training they receive. They report that the observations of their teaching practice helps them adopt a reflective approach and develop even further.
- Staff help to promote children's literacy and mathematical development in readiness for school. Children make good progress and girls thoroughly enjoy the writing and mathematical activities provided. However, boys do not spend as

much time engaged in these activities and their attainment is not as high as the girls.

- Staff place a clear priority on supporting children's communication and language development. They include plenty of opportunities for children to talk, listen, sing and enjoy stories. However, on occasions, staff do not focus enough time on encouraging children who speak English as additional language to communicate during group activities.
- As children returned after the COVID-19 (coronavirus) pandemic, staff quickly identified that some children had fallen behind. Particularly in their abilities to manage feelings and form relationships. This became the focus for staff who worked with the children to swiftly close these gaps. Parents report they are extremely satisfied with the service provided and the progress their children make.
- Staff work in partnership with parents to provide useful material on health issues. For example, information is provided on healthy eating, oral hygiene, the use of dummies and the importance of limiting sugar. Children learn how to clean their teeth and about the benefits of a healthy diet. Staff provide a challenging range of physical play opportunities for children to test and extend their skills and to help improve their health.
- Children are supported extremely well to learn about themselves and their differences. During a story session, children listen intently and discuss their own and others' families. Staff skilfully help children to understand and respect these differences in an age-appropriate manner. Children enjoy tasting foods from other cultures and listening to a variety of music.

Safeguarding

The arrangements for safeguarding are effective.

The manager makes sure all staff benefit from up-to-date training, to ensure they have a secure understanding of safeguarding issues. Staff are alert to any child protection issues, including any changes in relation to children's home lives. They work closely with other professionals and agencies working with children to help promote their safety and welfare. There are robust vetting systems in place to ensure all staff are suitable to work with children. Staff carry out daily risk assessments and checks to ensure the premises are suitable, safe and clean. They help children learn about how to keep safe in the car and about the dangers of open water. Staff work closely with parents about online safety and minimising digital screen time.

What does the setting need to do to improve?

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

- increase the opportunities for children who speak English as an additional

- language to help develop their confidence and talk more during group situations
- support staff to gain a deeper understanding of how to enhance the curriculum and raise the attainment of boys even further.

Setting details

Unique reference number	EY474854
Local authority	Staffordshire
Inspection number	10104064
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	60
Number of children on roll	55
Name of registered person	The Lyme Nursery Ltd
Registered person unique reference number	RP903279
Telephone number	01782 616188
Date of previous inspection	16 April 2019

Information about this early years setting

The Lyme Nursery Ltd registered in 2014. It is open from 7am until 6pm, Monday to Friday, except for bank holidays and one week at Christmas. There are 13 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one holds a qualification at level 5, seven hold a qualification at level 3 and three hold a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the registered individual and has taken that into account in the evaluation of the nursery.
- The manager, deputy and the inspector completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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