

Inspection of Lyn's Little Ones Day Nursery

132-134 Liscard Road, WALLASEY, Merseyside CH44 0AB

Inspection date: 7 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by their key person as they arrive at the nursery. They eagerly respond to welcoming cuddles and show delight when they see familiar, caring faces. This results in children happily leaving their parents and quickly settling into the safe and friendly environment. Children are eager to join in with a wide range of interesting activities that are provided. Babies show great focus and determination when placed on their tummies and eagerly reach out for their favourite toy. Older children concentrate intensely as they build tall structures and figure out ways to make them balance. This helps to strengthen children's coordination, physical development and problem-solving skills.

Children's behaviour is good and they happily play alongside one another. Staff are close by to give them gentle reminders to share and offer solutions for minor disputes. This provides children with good reasoning and negotiation skills that will benefit them in readiness for school.

During the COVID-19 pandemic, the service of childcare was reduced. Leaders continued to communicate with all parents and those children who stayed at home. Staff sent home fun activities for children to complete with their families. Food packs were also issued and the manager telephoned families to offer support. Parents note that this level of support is very well received and state it has had a positive impact on their children's emotional well-being.

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

- The manager is extremely supportive to the team and strives to provide inclusive care and high-quality learning opportunities to all children. Staff work together to identify areas of training that will benefit their own personal progression and the needs of their practice. For example, staff attended storytelling training. As a result, changes have been made, specifically by adding the use of props at story time. This has been noted as being very successful. Children's attention and concentration levels when stories are read have increased.
- Overall, staff support children to develop their communication and language skills. Babies respond well and are beginning to join in with familiar songs. Older children sing rhymes and carry out different activities to support their chosen story. For example, children discuss what happened to the 'Hungry Caterpillar'. They confidently name a 'cocoon' and explain how it grows into a beautiful butterfly. Staff introduce new words and ask questions. However, on occasions, staff do not give children enough time to think things through and reply to the questions that staff ask them.
- Staff prepare children well for their future learning. They have a clear intent of what they want children to learn next. Staff can confidently explain why and

how they think things will benefit children. They offer a broad and appropriate curriculum that tunes into children's development needs and interests. These purposeful learning experiences help children to maintain their concentration levels and allows a deeper level of learning to take place.

- Generally, children are taught the benefits of leading a healthy lifestyle. Staff provide children with range of healthy meals and snacks. Children learn about the importance of eating healthy foods and the effect on their bodies. However, staff do not always promote children's understanding of good hygiene practices, such as why washing their hands and wiping their noses are important.
- Partnerships with parents are strong. The manager and staff provide great caring support to children and their families' individual needs. This is reflected in their flexible approach to transitioning children into and around the nursery. Parents comment about it being a supportive, welcoming environment and how their children see staff as extended family members. They thank staff for their help, patience and ongoing care. This helps children and their parents to adjust emotionally to the change.
- Staff have great focus on children with special educational needs and/or disabilities (SEND) and ensure that they receive the additional support that they need. Children with SEND have personal plans that include carefully considered targets. Staff work in partnership with parents and external agencies. This consistent approach results in children making good progress from when they first join the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of their roles and responsibilities to promote a secure environment which keeps children safe from harm. Staff have a secure knowledge and understanding of child protection issues and the safeguarding procedures to follow if they have concerns about children's welfare. The manager and staff attend additional support meetings and training. This helps to reinforce staff understanding and gives them a greater depth of knowledge of their responsibilities to protect children. Stringent recruitment and vetting procedures are in place and regular ongoing suitability checks are carried out. This helps to ensure that all adults working with children are suitable.

What does the setting need to do to improve?

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

- provide children with more time to think about and respond to questions that staff ask them
- strengthen children's understanding of why hygiene practices, such as washing their hands and wiping noses, are important.

Setting details

Unique reference number	EY482194
Local authority	Wirral
Inspection number	10236505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	64
Number of children on roll	80
Name of registered person	Danny So Limited
Registered person unique reference number	RP534037
Telephone number	01516391710
Date of previous inspection	25 October 2016

Information about this early years setting

Lyn's Little Ones Day Nursery registered in 2014 and is located in the Wallasey area on the Wirral. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two- and three-year-old children. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Kellie Lever

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager and the room manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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