

Inspection of Lyppard Nursery

Lyppard Hub, Ankerage Green, WORCESTER WR4 0DZ

Inspection date: 12 July 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There are areas of this provision that require some improvement. There are times during the day where staff are not deployed sufficiently across the setting to ensure that children are adequately supervised. In addition, children's behaviour is not always appropriate or managed consistently. That said, children are generally happy and settled. They show positive attitudes towards play and learning. They are confident in various social situations, playing with their friends. Children happily select the activities that interest them. All children, especially those with special educational needs and/or disabilities, receive support from staff to engage and concentrate well while they play.

Children develop excellent communication and use of language. Children have detailed knowledge and can talk about a range of topics. They discuss how to be healthy, how to exercise in different ways and if they have bicycles at home. Children listen and respond well to instructions. They tidy up when it is time for snack and enjoy responsibilities, such as giving out cups to their friends. Children begin to read simple words by using what they know about letter sounds.

Children role play various occupations and have good imaginations. They pretend to be opticians, testing each other's eyes and 'paying' for glasses. Other children buy fruit and vegetables in their market stall and talk about being healthy.

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

- Leaders understand the pressures of working in early years and try and relieve the unnecessary burden of paperwork. Leaders hold frequent meetings and supervisions to ensure emotional support for staff. Leaders provide staff with appropriate training and support. Staff are encouraged to attend additional training in areas that interest them. However, leaders do not always ensure that staff are deployed appropriately so that they are positioned in areas which enable them to effectively supervise children at all times.
- Staff are very knowledgeable about early childhood education. They ensure they provide learning opportunities across all areas of learning which help children to progress in their development. Staff use information gained from assessments of children's learning to plan for what children need to learn next. They have ambitious goals for each individual child. Staff provide a wide array of resources and create a stimulating play environment. Children engage well in most activities.
- Children use mathematical concepts throughout the day. They count spiders to see how many they can find, count money in their fruit stall and discuss the time of their show. Children develop their physical skills in a wide range of ways. They begin to write their own name and numbers. Outside, they draw around

others and measure to see how tall they are. They balance, hop and bend when pretending to be superheroes.

- Children are eager to learn and most engage well in their activities. Older children show increasing independence in readiness for school. Children wash their own hands, manage their personal care needs and wipe the tables ready for snack. They enjoy the responsibility of passing out cups, filling jugs of milk and placing fruit bowls on the tables. Children choose their own healthy snack and peel the skin of fruit themselves.
- Children have fun when they play with their friends. They play 'catch' with the ball, talk eagerly about what they explore and help each other to complete puzzles. Children have clear friendships and are generally respectful and kind to their peers. However, at times, the behaviour of some children has a significant impact on other children's engagement in play. They argue and snatch toys off each other. The poor deployment of staff means that they are not always close at hand to deal with these situations. Therefore, the behaviour goes unchallenged.
- Staff have positive relationships with parents and their children. Parents receive frequent information about their child's learning through weekly emails. Staff also provide parents with activities they can work on with their children at home. This helps children to know what they will be learning next week.
- Parents are extremely happy with the progress of their children, especially in their socialisation and communication. Staff send daily photos to the parents with notes and next steps. Parents value the daily information they receive about their child's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities to keep children safe. Leaders ensure that all staff continue to keep their knowledge of safeguarding matters up to date. Staff are alert to signs and symptoms that may indicate a child is at risk of harm. They know the local procedures to follow in the event of concerns about a child.

Recruitment procedures are robust, including the background checks that must be carried out to ensure that staff are suitable to work with children. Required documentation is well maintained, which contributes to keeping children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

make sure staff are deployed appropriately across the setting to ensure that children are effectively supervised at all times	12/09/2022
ensure staff use consistent strategies to manage children's behaviour which help children to develop their abilities to regulate their own behaviour.	12/09/2022

Setting details

Unique reference number	EY547510
Local authority	Worcestershire
Inspection number	10130840
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	2 to 4
Total number of places	42
Number of children on roll	42
Name of registered person	Lyppard Nursery Ltd
Registered person unique reference number	RP547509
Telephone number	07494161160
Date of previous inspection	Not applicable

Information about this early years setting

Lyppard Nursery registered in 2017. The setting employs six members of childcare staff. Of these, five hold qualifications at level 2 or above. This includes the manager, who holds qualified teacher status. The setting opens Monday to Friday, term time only. Sessions are from 8.30am to 3.30pm.

Information about this inspection

Inspector

Sophie Van Harten

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 manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children at appropriate times throughout the day.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke with the leader and manager of the setting and discussed how the setting is organised. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education throughout the inspection, indoors and outdoors, and assessed the impact that this was having on children's learning. The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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