

Inspection of Lewsey Nursery

Radnor Road, LUTON LU4 0UG

Inspection date: 17 October 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 enjoy their time at this nurturing and inviting nursery. They are eager to start their day, as they are warmly welcomed by staff who collect them from their parents at the door. They settle quickly and join in with the activities available, sustaining good levels of concentration. Children become active learners as they make independent choices from the wide range of resources available.

Children quickly learn the routines of the nursery, as staff use joyful songs to indicate transition times. Pre-school children gather on the carpet to sing their morning song. They wiggle their fingers and march their feet to the music. Babies instinctively know to move to the tables and chairs at lunchtime, as staff sing a 'lunchtime song'. Children are well behaved. They are polite as they say 'thank you' to their peers at snack time. Staff provide positive praise to children, which helps to raise their self-esteem.

Children with special educational needs and/or disabilities (SEND) are supported effectively in this inclusive nursery. Staff have a cohesive approach to the children's learning experience, working alongside other professionals and the dedicated special educational needs coordinator. This helps children with SEND to make good progress from their starting points.

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

- Children develop good communication and language skills. Staff provide narratives as children play and take every opportunity to introduce new language. For example, they describe 'crunchy leaves' and 'spiky cones' as children explore items from an autumn bag. Babies learn the words for vehicles as they take toys from a sack. They learn the sign language for 'boat'. Staff support children who speak English as an additional language, using key words in their home language to help them communicate their needs. As a result, all children make good progress in their speaking skills.
- Staff know the children well. They know what they can do and what they need to do next to develop their learning. Staff provide activities that help children build on skills needed for future learning. For example, children manipulate dough to develop strength in their hands, ready for early writing skills. However, staff do not always plan activities precisely enough to meet the learning needs of the children. Sometimes, too many resources are provided, which confuse the children, and the learning intention is lost.
- Children's health and well-being are supported. They have regular access to the outdoor area to learn in the fresh air. Children learn how to keep their bodies healthy during 'healthy fitness week'. They build obstacle courses and learn how to use their muscles to balance on equipment. Staff teach children and their

families the importance of good oral health. Staff support families to access dentists and provide leaflets and toothbrushes to encourage children to look after their teeth.

- Staff foster children's independence and self-care skills well. Children are encouraged to do things for themselves. Young children learn to pour their own drinks. Older children pass plates around the table and serve their own dinner using tongs. Children know to wash their hands before eating and can put their coats on ready to play outside. This helps children prepare for school and future learning.
- Parents speak very highly of the nursery. They appreciate the guidance from staff to help support their children's development, such as potty training. Staff advise parents on how they can support their children's learning at home. For instance, children use the lending library to take books home to share with their families.
- Children occasionally access a digital device with the support of staff, such as a shared laptop. However, there is a lack of digital technology resources in the provision, and children do not have many opportunities to develop their understanding of technology or how to keep safe online.
- The manager supports staff well. She has recently reviewed supervision procedures to provide staff with focused support and enhanced professional development opportunities. This helps to ensure that the level of teaching remains high. Staff comment on how they feel valued and enjoy working as part of a cohesive team.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They demonstrate a good awareness of the signs and symptoms of potential abuse and/or neglect. They are clear about how to report a concern. The manager has clear expectations of staff, and she provides regular training to ensure staff are fully aware of any risks and how to take action. There are robust recruitment procedures, and ongoing suitability checks are in place to ensure that those working with children are suitable. Staff and children practise regular fire drills so that children know what to do in the event of a fire.

What does the setting need to do to improve?

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

- support staff to plan activities more precisely and tailor their learning intentions to meet the needs of the children more effectively
- explore ways to broaden children's experience of digital technology and help them to understand ways of keeping safe online.

Setting details

Unique reference number	EY462141
Local authority	Luton
Inspection number	10236170
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	1 to 4
Total number of places	40
Number of children on roll	49
Name of registered person	Lewsey Christian Centre
Registered person unique reference number	RP906889
Telephone number	01582603785
Date of previous inspection	18 January 2017

Information about this early years setting

Lewsey Nursery registered in 2013. The nursery employs 11 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The nursery opens Monday to Friday, from 8am to 5.30pm, for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with SEND.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and she discussed the children's progress with staff.
- The manager and inspector carried out two joint observations.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff training certificates and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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