

Inspection of Lighthouse Day Nursery

34 Yarm Road, Stockton-on-Tees TS18 3NG

Inspection date: 18 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming, family orientated nursery. They are supported to feel safe, settled and secure by the caring staff team. Following the COVID-19 pandemic, parents are no longer allowed to enter the setting. Handovers are completed at the entrance. Staff provide lots of comfort when children become upset, offering cuddles and reassurance. This helps children to begin to feel emotionally secure and to develop close bonds with staff.

Staff provide a wide range of enjoyable activities and experiences that stimulate and intrigue children. For example, children add a wide variety of herbs and spices to the play dough to stimulate their senses. They develop their fine motor skills in preparation for early writing by using pincers to pick up the conkers in the autumn-themed heavy-duty plastic tray. Children show high levels of confidence in social situations. They enjoy socialising and engage well with their peers, including unfamiliar adults. They behave very well at the nursery. They are considerate towards each other and respond to adult's requests well. They show they know the routines of the day and listen carefully during group activities. Staff are good role models and have high expectations. They reinforce the use of manners, reminding children to say 'please' and 'thank you'.

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

- Staff encourage children to develop a love of reading. Children sit individually or in small groups with staff and listen with interest to stories. Staff skilfully point out the main characters. They use props and artefacts from different countries to support the story. This has a positive impact on young children's developing listening skills and their understanding of the world.
- Overall, leaders and staff are clear in their learning intentions. For example, children excitedly transport water from the water station to make 'potions' in the wheelbarrow to begin to understand about volume. However, at times, what is being taught is too difficult for some children and not challenging enough for others. This does not meet the learning needs of all children.
- Overall, staff extend children's communication skills effectively. They explain the meaning of new words. For example, they introduce the word 'crunch' to describe the sound the autumn leaves make as children explore them in the heavy-duty plastic tray. However, staff do not fully understand the importance of children being able to use their home languages. They do not consistently include important words in children's home languages in their practice and do not always explain the benefits of this to parents. This does not help all children to value their home languages or identity.
- Staff teach children about keeping themselves safe. They discuss risks during their play, for example the importance of trying not to spill too much water from

the water tray because 'we might slip and hurt ourselves'. They complete risk assessments and ensure that children are closely supervised.

- Parents' comments about the nursery are overwhelmingly positive. They describe how much support they have received from staff. Parents receive regular updates about children's progress via daily discussions. This helps parents to further support their child's learning at home. Parent volunteers visit the nursery to read books or share their expertise with children.
- Support to families is exceptional. Leaders provide some parents with food vouchers, food packs and educational resources. Families are offered support in registering with local services, such as doctors and dentists. During the COVID-19 pandemic, staff sought help from a local charity to provide electronic devices and educational resources to children and regularly checked on families' welfare.
- Children with special educational needs and/or disabilities are supported well and make good progress. For example, the special educational needs coordinator ensures that any gaps in learning are addressed immediately and without delay.
- Staff have worked together for a number of years. They have created a strong and dedicated staff team that is passionate about providing the best possible start for the children and their families. Staff say they feel valued and supported, including those who are newer to the team. Professional development opportunities are targeted and focused on improving teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have an excellent knowledge of how to safeguard children in their care. They complete regular training to ensure their child protection knowledge remains up to date. All staff understand the signs and symptoms that may indicate a child could be at risk of harm. Staff know the procedures to follow should they need to report a concern about a child. They are confident in their knowledge of how to report any concerns about another member of staff. Staff's knowledge about safeguarding children and children's development is constantly checked by the management team with regular supervision meetings and staff quizzes. Robust recruitment processes are in place to ensure staff suitability.

What does the setting need to do to improve?

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

- develop teaching to provide the right level of challenge for all the children's different stages of development
- build staff's understanding of the importance of using children's home languages and extend their confidence in explaining this to parents.

Setting details

Unique reference number	305962
Local authority	Stockton-on-Tees
Inspection number	10229399
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	2 to 4
Total number of places	34
Number of children on roll	15
Name of registered person	Paterson, Alexander Robert
Registered person unique reference number	RP907911
Telephone number	01642 640022
Date of previous inspection	5 December 2016

Information about this early years setting

Lighthouse Day Nursery registered in 1996. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or higher. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 group activities with the manager.
- Parents shared their views of the setting 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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