

Inspection of Lytham Hall Park Nursery School Limited

Hall Park CP School, South Park, Lytham St. Annes, Lancashire FY8 4QU

Inspection date: 20 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive at this warm and nurturing nursery. They arrive full of excitement and are greeted by caring staff who know their individual needs well. Children's behaviour is very good at this setting. The well-qualified staff are extremely good role models. They inspire children through carefully planned activities which stem from children's own interests. All children, including those with emerging special educational needs and/or disabilities, are supported to make good progress in all areas.

Children develop their muscles and coordination when they hammer colourful golf tees into a large pumpkin. They persevere until they've achieved their goals. Staff seize opportunities to introduce new vocabulary such as 'wooden' and 'plastic' when describing the hammers. They introduce mathematical concepts such as 'weight' and 'force' when teaching children how to hammer safely and accurately. As a result, children begin to understand unusual materials and how to use simple tools safely. Children benefit from an extensive and well-equipped outdoor play area which includes access to a forest school area. They run, jump and skip together, encouraged by staff to move their bodies and 'stay healthy'. Children delight in working together to find items on a check list. They forage for leaves, conkers and hedgehogs. They shout with excitement when they find a 'treasure' to tick off the list.

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

- Leaders and staff have a clear shared vision of the curriculum intent. Children take part in a range of fun activities designed to improve their stamina, such as dance and P.E. Children enjoy an exciting multi-skills session in the school hall which supports their physical development well. They form a human train and decide on a destination together as they move in tandem. They exclaim 'I'm tired' at the end of the high-energy session. As a result, children make good progress with their physical development.
- Staff expertly support children to understand feelings and emotions. They read stories together that help children to name emotions by linking them to colours. For example, staff invite children to choose a coloured pom-pom to show the group how they feel today. When a child selects a yellow pom-pom, the children immediately shout that it means 'happy'. Staff extend this activity by asking children what makes them happy or sad. This encourages children to reflect on their emotions, meaning that children can identify how they're feeling.
- Leaders support staff well through regular supervision and appraisal. The inspirational manager ensures that staff well-being is a priority. She ensures that all staff have access to high-quality training and encourages them to take part in exciting initiatives that benefit the children's learning. As a result, staff feel

valued, and children make very good progress from their starting points.

- Teaching of the British Values of inclusion, diversity and equality is exceptional at this welcoming setting. Children learn about people who are different from them and learn about a range of faiths. Children sing songs and read stories about people from all over the world. As a result, children at this setting begin to understand about the wider world.
- Children are prepared well for the transition to primary school. They put on their coats and wash their hands. At snack time, they serve themselves using tongs, which helps them to develop coordination and dexterity. Staff talk to children about foods and drinks that are healthy. Children comment on their favourite fruits, happily declaring, 'Apples are the best'. Children are beginning to understand about the importance of healthy lifestyles.
- Teaching is good. Children engage well with adult-led activities such as 'learning time' on the carpet. Staff capture children's attention with the use of expression as they dip their hand inside the 'Magic Box' and pull out an interesting item. However, occasionally children are expected to sit for too long. This causes some children to lose interest and become distracted. As a result, not all children remain fully engaged.
- Parent partnerships are good at this caring setting. Parents speak highly of all staff who work hard to ensure that new children settle quickly and make friends. Staff share information about children's progress and how to support learning at home. However, further information about the daily routines and experiences that children access and are not always shared. This results in some parents not being fully aware of the activities that their child is participating in.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge of how to safeguard the children in their care. All staff have received appropriate training. They display secure knowledge of what to do if they have a concern about a child or a colleague and know who they should report it to. Staff confidently recognise the signs and symptoms which may indicate a child is at risk of harm. They have regard for the 'Prevent' duty. The manager ensures that new staff are safely recruited through a rigorous vetting system. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen parent partnerships further, so that parents are informed of the daily routines and experiences their children access while in the setting
- review routines to improve on practice so that children remain engaged in learning during times when they're required to sit or wait.

Setting details

Unique reference number	EY236574
Local authority	Lancashire
Inspection number	10233617
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	32
Number of children on roll	24
Name of registered person	Lytham Hall Park Nursery School Limited
Registered person unique reference number	RP904068
Telephone number	01253 735 179
Date of previous inspection	3 March 2017

Information about this early years setting

Lytham Hall Park Nursery Ltd registered in 2003. The nursery employs five members of childcare staff. Of these, three hold early years teacher status, one holds an early years degree, and one holds a level 3 qualification. The nursery operates from Monday to Friday, during term time only. Sessions are from, 8.45am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old-children.

Information about this inspection

Inspector

Caroline Morton

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.
- A learning walk was completed with the provider to discuss the curriculum intent and how the provision is organised.
- The provider and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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