

# Inspection of Lancaster Road Nursery

Lancaster Road Primary School, Lancaster Road, Morecambe, Lancaster LA4 5TH

---

Inspection date: 24 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive at this inclusive and welcoming setting. The established key-person system ensures staff provide support and encouragement for children as they embark on their learning journey at the setting. It is evident that children are happy, safe and settled at the setting.

Communication and language is promoted very well by all staff. Children are confident communicators, using words and signals to indicate their needs. Staff are very responsive to children's cues. For example, children guide staff to resources they would like to play with. Staff say the name of the toy before handing it to children. Staff use visual prompts for some children when communicating with them. For example, staff show children their nappy, lunchbox and coat to indicate key parts of children's daily routine. Children love stories and listen attentively to staff reading to them. Children join in with nursery rhymes and love dancing and doing the actions. As a result, children are developing their communication and language skills.

Children with special educational needs and/or disabilities (SEND) are supported extremely well. Children's experiences are effectively planned by their key person. Their patterns of play and stage of development are carefully considered when providing activities for them. For example, children who enjoy posting items are given a range of containers and boxes to be able to do this. As a result, all children make the progress they are capable of and are supported well in their learning.

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

- The manager has a clear vision of what she wants children to learn. The curriculum is centred around children's individual interests. Staff observe children and enhance their learning experiences as they play. For example, children who are creating their own artwork are effectively supported to use scissors to help to develop their hand muscles.
- Children love playing outside. They practise their throwing skills, trying to get the ball into the basketball hoop. They also enjoy practising their football skills. Staff encourage children to balance and support them where needed. Children enjoy riding on scooters, especially rolling down the ramps. However, although children enjoy a range of physical opportunities outdoors, staff do not purposefully plan all areas of the curriculum outdoors as well as they do for the indoor provision.
- Children's independence is supported well. For example, children ask for tissues when they need to wipe their nose. They confidently ask when they need to go to the bathroom and know to wash their hands. Furthermore, children find their own packed lunchboxes and find a seat at the table. Throughout the day,

children select resources and tidy them away afterwards. Consequently, children understand the importance of maintaining good hygiene practices and are developing their independence.

- The manager invites parents into the setting for 'showcase' evenings. These events provide opportunities for parents to see what their children have been learning as well as being able to speak to their child's key person. Children enjoy taking 'rainbow bear' home and telling staff about the adventures they have been on together. Parent thank you cards are displayed expressing their thanks for the care and education their children received during their time at the setting. The positive partnerships between home and the setting provide a consistent approach to children's learning.
- Staff feel supported in their roles. They attend regular supervision meetings and work with the manager to identify further training opportunities in order to develop their teaching skills and knowledge. Students say they enjoy their time at the setting. For example, they have been learning about completing risk assessments and the importance of safeguarding. The staff team supports students to plan and implement activities. Staff and students are supported extremely well to fulfil their roles. This is reflected in the quality of provision across the setting.
- Staff have a consistent approach to promoting positive behaviour throughout the setting. Children are reminded about using 'kind hands' and distractions are used when children become frustrated and display unwanted behaviour. Children play alongside their peers and are encouraged to share and take turns with them. Staff praise children at every opportunity throughout each day. As a result, children behave very well.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a secure understanding of their roles in safeguarding children. They know how to make referrals, including the action to take should they have any concerns about their colleagues. Staff attend regular training in order to keep their knowledge up to date; this includes first-aid training. The premises are safe and secure and regular risk assessments help to ensure that it remains a safe place in which children can play and learn. The manager has robust recruitment procedures which she follows to ensure that all staff working with children are suitable to do so.

## 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 purposefully for outdoor learning in order that children who prefer to learn outdoors can do so in their preferred learning environment.

## Setting details

<b>Unique reference number</b>	309696
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10279755
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Lancaster Road Nursery Committee
<b>Registered person unique reference number</b>	RP518512
<b>Telephone number</b>	01524 401 271
<b>Date of previous inspection</b>	6 September 2017

## Information about this early years setting

Lancaster Road Nursery registered in 1997. The nursery is open each weekday from 8.30am to 4pm, term time only. In total, 18 staff work at the nursery. One is unqualified and all other staff hold appropriate early years qualifications at level 2 or above. The manager has a relevant level 6 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Martin

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager gave the inspector a tour of the setting.
- The manager and the inspector completed a learning walk of the setting. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with the manager. She spoke with staff and children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of documents were viewed by the inspector. These included evidence of suitability, a record of staff qualifications and training.
- The inspector took account of the written feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023