

Inspection of Lyndene

14 Elmsley Road, Liverpool, Merseyside L18 8BB

Inspection date: 5 April 2023

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

Staff eagerly wait for children to arrive. They greet them with open arms and smiles. This results in children separating from their parents with ease and they express delight as they see welcoming and familiar faces. Staff provide opportunities for younger children to talk about different emotions and feelings. They are nurturing and kind and provide children with lots of love, reassurance and hugs. This supports children's emotional well-being. Children demonstrate that they feel safe and secure. Older children develop close friendships and relish participating in group activities, where they follow instructions and understand the rules to games. Children display good manners and their behaviour is good.

Children benefit from meaningful experiences that cover all areas of learning and development. Younger children explore with different musical instruments and show great delight in listening to the different sounds that they make. Older children have an eagerness to learn more as they look for bugs and objects in the garden. Furthermore, they take part in an egg hunt. Children hide their eyes and confidently count and wait patiently for clues to be given. Children display a positive attitude towards their learning.

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

- Managers work together to ensure that they have a clear vision for the nursery. They discuss their successes and have an action plan in place for further developments. Staff access training to help improve their practice. However, systems to monitor and evaluate the impact of staff professional development are less effective. Managers do not always have an accurate overview of how staff training has enhanced the skills of staff and positively impacted on children's outcomes.
- All children, including children with special educational needs and/or disabilities, are making good progress. Staff know the children well and use information from observations to identify gaps in their learning and development. They follow children's interests and identify ways that they can support them. Staff plan and provide exciting activities and make interesting adaptations to the environment. This helps to entice children and prepares them for the next stage in their learning.
- Staff interact well with children and generally use good teaching skills to ensure that what they intend children to learn is successful. For example, older children show an interest in pirates. Staff extend this by providing fun activities to learn about maps, ships and treasure. Yet, occasionally, some staff do not always give children enough time to learn through trial and error and are too quick to solve problems for children, particularly when younger children are learning new skills.
- Children's communication and language skills are supported well. Staff model

good language to children using narration and provide a range of new words, such as 'shiny', 'spin' and 'delicious'. Children listen and engage in a variety of stories, songs and rhymes. As a result, children are becoming confident communicators, including children who are learning English as an additional language.

- Children have a good understanding of the importance of healthy lifestyles. They engage in regular active play and learn about healthy food choices. Older children confidently carry out good hygiene procedures, such as washing their own hands before eating food. However, although staff promptly wipe children's noses, some staff do not dispose of used tissues correctly or wash their hands afterwards. Also, they do not fully consider the most hygienic way to transition children from the lunch table to their beds, to avoid children and staff walking over clean bedding with outdoor shoes.
- Children have many opportunities to develop their independence skills. For example, they serve themselves food, pour drinks and put on their coats and boots. These skills will help support children in readiness for school.
- Partnerships with parents are good. Information is gathered when children first start to attend, to support their emotional needs and development. Furthermore, children's achievements and progress are regularly shared. Parents feel well informed about how to further support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the importance of keeping children safe from harm. They confidently discuss the signs and symptoms of abuse. Safeguarding policies are in place and staff know the procedures to follow if they have any concerns regarding children's welfare and staff conduct. Robust recruitment procedures are in place. All staff have suitability checks completed before they have access to children. Ongoing risk assessments are carried out to help ensure that the nursery is safe and secure.

What does the setting need to do to improve?

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

- strengthen the evaluation and monitoring of staff professional development in order to determine the impact this has on raising the quality of teaching and children's outcomes
- support staff to consistently help children to solve their own problems through trial and error, particularly when learning new skills
- strengthen staff's understanding of the importance of implementing and modelling the nursery's hygiene procedures consistently.

Setting details

Unique reference number	EY283756
Local authority	Liverpool
Inspection number	10280042
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	0 to 4
Total number of places	48
Number of children on roll	70
Name of registered person	Busy Nought to Fives Limited
Registered person unique reference number	RP906936
Telephone number	0151 724 5694
Date of previous inspection	21 September 2017

Information about this early years setting

Lyndene registered in 2004. It is located in Mossley Hill, Liverpool. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kellie Lever

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in her evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 a group activity with the manager.
- Parents shared their views of the nursery 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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