

# Inspection of Lyppard Nursery

Lyppard Hub, Ankerage Green, WORCESTER WR4 0DZ

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Inspection date: 24 April 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	Requires improvement

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

### The provision is good

Children benefit from a well-resourced and exciting learning environment. They arrive at the nursery happy and separate from their parents with ease. Children form strong relationships with the caring staff team. They receive lots of encouragement and praise for their achievements. This supports children's emotional well-being. Children behave well and know what staff expect of them. They understand they have to use their quiet voice and walking feet when they walk through the community centre to the hall. Children form early friendships and play cooperatively together. They are confident and interact positively with visitors. Children display high levels of independence. They pour their own drinks at snack time and independently manage their self-care. Children enthusiastically sing action songs with staff as they patiently wait their turn to use the bathroom.

Staff provide children with a good balance of child-initiated and adult-led activities. Children are eager to play and motivated to learn. They listen attentively to a story about a bear who visits space. Children extend their own learning. They use a range of interesting props to engage in imaginary play. Children copy the bear and pretend they too are going on a rocket to space. They place a colander on their head, just like the bear does in the story.

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

- The experienced manager is dedicated to her role. She works alongside her staff team on a daily basis. This helps her to monitor the effectiveness of their practice and identify areas where they may need further support or training. Staff morale is high. They state that they are very happy in their roles and comment on the high levels of support they receive from the manager professionally and personally.
- The manager works closely with staff to plan an ambitious curriculum which is inspired by children's current interests. For example, following on from a topic about the earth, children are fascinated by planets and space. Staff provide a range of exciting play activities to support their interest. Children think and predict as they complete space-themed puzzles. They build a rocket with magnetic blocks and talk about the different shapes they use. Staff regularly assess what children know and can do. They use this information to plan for what children need to learn next. Children make good progress.
- Children enthusiastically greet their friends and staff at morning registration. They confidently respond when their name is called. Staff support children to understand and use mathematical language. They talk about the days of the week and recognise the numbers that display the date. Although staff provide children with some opportunities to talk about what makes them happy or sad, they are yet to fully support children to develop a broad language of feelings, to

help them identify and articulate their emotions.

- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. The knowledgeable special educational needs coordinator (SENCo) regularly attends training to support her in the role. She spends time with children on a one-to-one basis and plans small-group activities to support children's individual needs. The SENCo meets with a range of professionals to share information and create individual learning plans. These are regularly reviewed and shared with parents. The manager ensures that any additional funding the nursery receives is used to support children's individual needs.
- Children have daily opportunities for fresh air and exercise. They have fun as they engage in a wide range of play activities in the garden. Staff supervise children well. They deploy themselves effectively around the garden to ensure that children are visible to them at all times. This helps to keep children safe. Staff support children to learn about healthy eating. For example, at snack time, they explain that fruit and vegetables help to make them big and strong. However, they are yet to provide children with enough experiences to support their understanding of the importance good oral health.
- Staff share information with parents in a range of ways. For example, they add photos and assessments to children's online learning records and staff speak to parents at drop-off and collection times. Parents speak highly of the nursery. They are very happy with the care and education their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

Staff regularly check all areas of the nursery to identify and minimise any potential hazards to children and staff. They make sure that unauthorised visitors cannot enter the nursery as they keep the door locked at all times. Staff complete safeguarding training to keep their knowledge and skills up to date. They know the signs and symptoms of abuse and understand the procedures to follow should they need to report a concern about children's welfare. The manager implements robust recruitment and vetting procedures to ensure the suitability of all the staff working at the nursery. Staff teach children how to keep themselves safe. For example, they talk to them about using the internet safely.

## What does the setting need to do to improve?

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

- provide children with even more experiences to help them learn the language of feelings to support them to identify and articulate their emotions
- strengthen opportunities to support all children to develop their understanding of the importance of good oral health.

## Setting details

<b>Unique reference number</b>	EY547510
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10249746
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Lyppard Nursery Ltd
<b>Registered person unique reference number</b>	RP547509
<b>Telephone number</b>	07494161160
<b>Date of previous inspection</b>	12 July 2022

## Information about this early years setting

Lyppard Nursery registered in 2017. It employs four members of childcare staff. Of these, three hold qualifications at level 6. This includes the manager, who holds qualified teacher status. The nursery is open from Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Smith

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the areas of the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector took account of the views of parents through discussion and documentation.

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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