

# Inspection of Lyndhurst Early Years @ Cleveland Hall

Lyndhurst Early Years, Cleveland Hall Community Association, Beacon Lough Road,  
Gateshead NE9 6TA

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Inspection date: 6 June 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is inadequate**

Children's welfare is compromised. Leaders and staff do not understand or follow the nursery's safeguarding policy when identifying and reporting allegations against staff.

Despite this, children arrive happy and eager to be at the nursery. They are greeted by kind, caring staff. They settle in quickly when they first start and make secure bonds with their key person and other staff. Children independently put away their belongings, wash their hands and get ready to start their day. Staff provide activities that follow children's interests. For instance, children wash dolls and clothes in the outdoor area. They excitedly sing 'This is the way we wash our clothes'. However, staff do not consistently focus on the skills children need to learn next, to fully support and extend their learning.

Although, generally, children behave well, staff do not help them to understand the consequences of their behaviour. That said, they play alongside each other, and staff encourage them to take turns and use good manners.

Staff support children to develop healthy lifestyles. Children enjoy regular outdoor play. They develop their physical skills and work together to dig holes and fill them with water. Children squeal with delight as they jump and splash in the muddy puddles that they have created. Children enjoy regular dance activities. They eagerly move in time with music, copying the actions to 'Dingle, Dangle Scarecrow'.

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

- The designated safeguarding lead and staff do not respond swiftly or appropriately to safeguarding concerns. The designated safeguarding lead failed to recognise what constitutes an allegation. They carried out an internal investigation, rather than following the local safeguarding partnership procedures. Consequently, leadership and management are inadequate.
- The leadership team have an appropriate understanding of the curriculum. There are some aims for children to achieve as they move through the nursery. However, the curriculum is not specific enough. Not all staff understand the intention or purpose of some activities fully enough to ensure that they support and challenge children's learning effectively.
- Staff are positive role models. They are kind and considerate to children. Generally, children follow the rules of the nursery and play together well. However, when children hurt their peers, staff stop the behaviour, but do not explain the impact of their behaviour on others.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with other professionals, such as speech and

language therapists and occupational therapists. Staff hold regular meetings to review and devise individual targeted plans. This helps to support these children to make the best possible progress.

- Partnerships with parents are good. Parents say they are very happy with the nursery. They explain that staff know their children very well and are very supportive. Parents of children with SEND comment that they are kept well informed of their children's progress. Parents feel involved in their children's learning.
- Staff provide a language-rich environment. They constantly talk to children as they play alongside them. They ask age-appropriate questions and wait for children to respond. Staff introduce new vocabulary, such as 'squash' and 'squeeze'. Children engage in music and singing sessions. They excitedly shake bells and hit a triangle as they sing along to 'If you're happy and you know it'. This helps to develop children's communication skills.
- Children learn to put on their own coats and fasten them. They select their own activities and resources. Children learn about good hygiene practices during their daily routines. For instance, they know they need to wash their hands after they have been outside. This helps to develop their independence and self-care skills.
- The leadership team provides supervision meetings, and staff have attended mandatory training. However, leaders do not focus on staff's professional development or provide the coaching and support they need to develop their teaching skills. As a result, children are not benefiting from high-quality adult interactions.
- Staff know the children in their care well. They plan activities that follow children's interests. Staff play alongside children and show interest in what children are doing. However, staff do not always recognise when quieter and less confident children want to join in. This means that these children do not always receive the same learning experiences as the more confident children.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Although all staff have recently attended a child protection course, the leadership team and staff have failed to follow the nursery's policies and procedures, in relation to allegations against staff. This compromises children's safety and welfare. Despite this, staff are aware of the signs and symptoms that would indicate a child is at risk of abuse. They are aware of the possible signs and symptoms that may indicate that a child is at risk of radicalisation or extremism. The manager obtains enhanced Disclosure and Barring Service checks, and staff complete ongoing suitability declarations. Staff complete regular risk assessments on areas used by children, indoors and outdoors.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve knowledge to enable the designated safeguarding lead and staff to identify, understand and respond appropriately, with particular regard to when an allegation is made against a member of staff	11/07/2023
improve staff's understanding of the curriculum, so that it provides a challenging and enjoyable experience for each child in all areas of learning and development	11/07/2023
ensure all staff manage children's behaviour in an age-appropriate way that supports children to understand the impact of their actions	11/07/2023
provide training, mentoring and coaching for staff, to raise the quality of teaching to a higher level.	21/07/2023

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

- support staff to identify the more quieter children to make sure that they have the same learning experiences as the more confident children.

## Setting details

<b>Unique reference number</b>	EY466945
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10288820
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Lyndhurst Early Years Limited
<b>Registered person unique reference number</b>	RP532903
<b>Telephone number</b>	0191 4876797
<b>Date of previous inspection</b>	1 November 2017

## Information about this early years setting

Lyndhurst Early Years @ Cleveland Hall registered in 2013. The nursery employs four members of childcare staff. Three members of staff hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 7.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children and those eligible for early years pupil premium.

## Information about this inspection

### Inspector

Julie Campbell

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children 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 manager and the inspector carried out a joint observation.
- 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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