

# 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: 11 October 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision requires improvement**

Since the last inspection, the nursery has successfully addressed previous weaknesses in the arrangements for safeguarding. It has also taken steps to improve staff's knowledge of child development and the curriculum. However, the quality of education still requires improvement.

The majority of children benefit from a suitable curriculum that meets their needs. For example, staff provide a range of activities that allows children to develop their communication and social skills, such as when playing in the home corner. Children enjoy exploring books. This helps to develop their literacy skills. However, children with additional learning needs, including those with special educational needs and/or disabilities (SEND), are not supported effectively. The curriculum does not meet their particular needs effectively. Some staff do not have the necessary skills to support these children well. This hampers their progress.

Children's independence skills develop well. Pre-school children independently use the toilet and wash their hands. They learn about hygiene and important self-care routines. Children pour their own drinks and wash their plates after snack time. Older children enjoy creating their own collages. They show pride in their achievements and receive warm praise from staff.

Children enthusiastically take part in the activities on offer. Older children join in with routines, such as sitting down for group story time and helping at tidy-up time. Many children behave well and show positive attitudes to learning. However, when children move from one activity or area to another, some children, particularly those with additional needs and SEND, can become unsettled. When this happens, children do not receive the support they need, and this impacts on their learning.

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

- For the most part, children show they are happy and settled. They play very purposefully and are eager to join in with activities. However, at times, some children are more reluctant to engage and take part in the experiences on offer. During transition times, for example, some children get upset. They do not get the support they need to calm down so they are ready to learn, engage in, and enjoy nursery experiences.
- The nursery checks how well children are learning. This information is used to plan future learning experiences so that children's skills and knowledge build on what they already know and can do. Although this system works well for many children, plans for children with SEND are limited. At times, this is due to the nursery's over reliance on awaiting feedback from external agencies. Children

with SEND are not supported effectively in their learning.

- Staff support toddlers to develop their communication skills through nursery rhymes. When children move to the pre-school area, they begin to explore wider areas of learning such as mathematics. Children are keen to demonstrate their learning to others. For example, they proudly explain how they have matched coloured bears to a template.
- Children enthusiastically join in with group story time sessions. Staff encourage children to repeat memorable parts of the text. For example, children mimic the wolf in the story of 'The Three Little Pigs' as he 'blows the house down'. This supports children to develop an early love of reading. Staff ensure that children understand their expectations about how to listen and respond to stories. This helps them in their readiness for starting school.
- Although the outdoor learning environment is well designed to support children's development, not all children have daily experiences in this area. This limits children's ability to develop their large-muscle skills and enjoy the benefits of fresh air and exercise.
- Overall, parents' views of the nursery are positive. They report that their children are happy and will often sing songs that they have learned in nursery. They say that staff are approachable. However, some parents acknowledge that their children do not have enough opportunities to play outside.
- Leaders have responded to the actions set at the last inspection. Their knowledge of safeguarding procedures has improved. All staff have received further training and support. This has improved the effectiveness with which staff interact with children. Leaders continue to use supervisions to support staff development even further. However, their efforts have not yet resulted in the quality of education being consistently good.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are able to discuss how they keep children safe in the nursery. Staff ensure the premises are assessed and checked daily to identify and address any risks. Staff are aware of the signs and symptoms that could indicate a child is at risk of abuse. They understand how to identify specific child protection concerns, such as radicalisation. Staff understand their responsibilities in following the guidance of the local safeguarding children's partnership and are confident to refer concerns. Since the last inspection, the leadership team has strengthened its knowledge and understanding of how to respond to allegations. Staff are clear on the policy for whistle-blowing.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
provide further training for staff to ensure that all children engage well with daily routines, particularly during transition times	17/11/2023
strengthen the key-person arrangements to ensure that children with additional needs, such as SEND, are well supported, including by using ongoing assessments effectively	17/11/2023
review the routine so that all children benefit from the outdoor learning environment on a daily basis.	17/11/2023

## Setting details

<b>Unique reference number</b>	EY466945
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10300408
<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>	6 June 2023

## 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 funding.

## Information about this inspection

**Inspector**  
Dani Taylor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 about what they enjoy doing in the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager and deputy manager about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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