

Inspection of The Lighthouse Nursery School

The Lighthouse, Fairview, Wallingford, Oxfordshire OX10 7AN

Inspection date: 14 November 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 welcome families and children in a warm and cheerful manner. They ask about children's mornings and engage in conversation with parents. This supports and develops children's sense of belonging and confidence. Children are quick to put their belongings away, ready to join their friends. They are eager to play and explore the range of activities available to them. Staff join children in their chosen activity, offering support where needed. Children know that they can ask for help and they develop resilience to setbacks.

Staff provide a range of learning experiences that build on what children know and can do. They engage in conversation and play, following the children's lead. Through this, they know and understand the ways in which individual children learn. Staff build on children's next steps. For example, children become increasingly proficient in their fine motor skills. They learn to use one-handed tools to create art and serve themselves lunch.

Children sing and join in at circle time with great joy. Staff read and sing with enthusiasm. This promotes children's communication and language development. Staff model the actions and children join in. Staff encourage children to participate in daily routines. Children learn to help others as they help to set up for lunchtime and help their friends find their lunch boxes.

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

- The manager knows what it is that she wants children to learn. She supports staff in knowing and understanding the way in which children learn. She models quality interactions and engagement to support children's learning and development.
- The manager has the same ambitions for all children, including those with special educational needs and/or disabilities. The curriculum is ambitious, and staff adapt their teaching to meet the needs of the children.
- Staff read and share favourite stories with children. Children listen and talk about what is happening in the book. They engage and join in with familiar vocabulary with excitement, showing their growing interest in literature.
- The manager and staff use assessments well. They reflect on observations and their knowledge of the children. Staff provide quality interactions to extend children's current interests and abilities. The manager ensures that staff use assessment effectively to support children's progress, and this is managed well.
- A well-established key-person system helps children to form secure attachments. Staff promote children's well-being and sense of belonging. Children seek cuddles and invite staff to join in with their play. Staff are responsive and caring in meeting the needs of the children. For example, children take their key person

by the hand to communicate that they want them to play.

- Staff ensure that they follow policies and procedures. They ensure that hygiene practices meet the personal needs of the children. Staff teach children to develop their independence skills. Older children take some responsibility for arranging themselves at lunchtime and when using the bathroom. However, staff do not always find ways to help promote independence in the youngest children.
- The manager understands the importance of healthy lifestyles. She works with parents to know how to provide healthy packed lunches for their children. Staff promote the importance of exercise and rest. For example, all children rest after lunch to feel ready to engage in the activities in the afternoon.
- Staff value and promote equality and diversity. They guide and prepare children for life in modern Britain as appropriate for their age. This helps children to learn about what makes them unique and what makes them different. For example, children talk about what they are thankful for and the people and things that are important to them.
- Staff have high expectations for children's behaviour and conduct. They model positive behaviour and are consistent in their approach. This promotes children's positive attitudes to learning. Children are developing a sense of right and wrong.
- Parents comment on the positive relationships between the staff, families, and children. Children are safe and confident at the nursery. Parents know what their children are learning because staff share information with them. Children are making good progress as a result of attending the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The provider promotes a culture of safeguarding. She ensures that the safe recruitment of staff and suitable checks are completed to assure the ongoing suitability of those working with children. Staff have a good understanding of the signs and symptoms that indicate when a child may be at risk of harm or abuse. They know how to make timely referrals to ensure that children get the help they need at the earliest opportunity. Staff know and can demonstrate the processes they will follow if an allegation is made against them or a colleague. Staff know about safeguarding risks in the local area and can identify when children's welfare might be at risk of harm.

What does the setting need to do to improve?

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

- improve opportunities for the youngest children to develop their personal independence skills.

Setting details

Unique reference number	EY498891
Local authority	Oxfordshire
Inspection number	10318998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	70
Number of children on roll	48
Name of registered person	The Lighthouse Nursery School Limited
Registered person unique reference number	RP901126
Telephone number	01865 891712
Date of previous inspection	19 April 2018

Information about this early years setting

The Lighthouse Nursery School re-registered in 2016 as a limited company. The nursery operates in the village of Newington, near Wallingford, Oxfordshire. The nursery is open each weekday from 8am to 5.30pm for the whole year, except for one week in the summer and one week at Christmas. The nursery employs 14 members of staff, 10 of whom have appropriate early years qualifications ranging from levels 2 to 5, while two have qualified teacher status. The nursery follows the Montessori educational philosophy. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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 and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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