

Inspection of Lucy Lockets Day Nursery

57 Southbank Road, Southport PR8 6QN

Inspection date: 26 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children enthusiastically enter the nursery. They separate from parents easily as they are greeted by the caring staff team. Staff understand their role as key persons. They support children to build strong attachments. Children are happy, feel safe and have a strong sense of belonging here. They are well cared for and have the attention and support they need to succeed. The manager and staff implement a flexible settling-in period for children when they first start and when they move to new rooms. Staff also support children's transition from nursery to the next stage of their education well. This helps to increase children's confidence and prepares them well for their move to school.

Staff implement a curriculum that is flexible and allows children to make progress at their own individual pace. They use positive language and interact kindly with children. Staff support children to learn about sharing in ways that are appropriate for their age. Children are developing a good understanding of what is expected of them. Staff also help children to learn about a healthy lifestyle. Through the games they play with children, they promote learning about how to brush their teeth and to have good oral and physical health. For example, pre-school children use 'stethoscopes' in play and pretend to brush play teeth as if at the dentist's. Children are learning what contributes to their good health.

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

- The manager has an ambitious curriculum for the development of children's communication and language. Staff make good use of stories and songs to help children to build their vocabulary. However, sometimes, staff use closed questions when speaking with children. This does not help children make consistently good use of their developing vocabulary and language skills.
- Staff promote children's physical development well. They enable all children to benefit from regular outdoor play. They provide access to wheeled toys outside that support children to develop the skills of balance and pedalling. Children practise using their large-muscle skills as they run, jump and climb. Children's large-muscle development is progressing well.
- Staff have developed strong partnerships with parents. Parents are very happy with the quality of care provided and compliment the hard-working staff. All staff provide parents with information about other services that they can access. Furthermore, they make suggestions for activities that parents can use to help extend learning at home. This strong communication supports continuity in children's care and learning.
- Staff set appropriate boundaries for children and help them to understand the expectations of the nursery. For instance, staff model using good manners and encourage children to use their 'listening ears'. Children follow the rules well.

However, staff do not place enough emphasis on helping children learn how to identify and express their feelings. This means that, on occasion, some children struggle to manage their emotions.

- The special educational needs coordinator actively supports children to reach their full potential. Staff work closely with any professionals involved to promote individual children's learning. The manager uses funding well to ensure that it helps children to make good progress. For example, she enhances staffing ratios to help children access all areas of learning. Children with special educational needs and/or disabilities make good progress from their individual starting points.
- Leaders and staff work well as a team to ensure that children get a good start to their early education. They have regular staff meetings and opportunities to share their views and opinions. Thorough inductions and mentoring sessions help to ensure that staff understand their responsibilities well. Staff attend regular training courses to continuously improve their knowledge. This helps them continue to deliver good-quality education.
- Staff provide additional activities that build on children's interests and broaden their experiences. For example, a visit from the local fire service helped children learn about what is inside a fire engine, such as the equipment they carry. Children were delighted at a visitor showing a pet snake, and they learned how the snake sheds its skin. Children are broadening their understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to use techniques that help children to use their growing vocabulary and language skills more
- support staff to develop children's understanding and the language of feelings, to help them learn how to better manage their emotions.

Setting details

Unique reference number	EY498739
Local authority	Sefton
Inspection number	10311866
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	36
Number of children on roll	64
Name of registered person	Lucy Lockets Day Nursery Ltd
Registered person unique reference number	RP904366
Telephone number	01704 543522
Date of previous inspection	12 April 2018

Information about this early years setting

Lucy Lockets Day Nursery registered in 2016 and is situated in Southport. The nursery employs 18 members of childcare staff. Of these, one holds early years professional status, and 16 have appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, from 8am to 6pm, with the exception of a week at Christmas and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and deputy manager joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke 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 spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector carried out a joint observation with the deputy 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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