

Inspection of Lynwood Nursery

230 Hibson Road, Nelson, Lancashire BB9 0QA

Inspection date: 13 March 2024

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 have created a homely setting that is a happy place for children. Babies giggle as they explore and splash in the water. Toddlers smile on arrival as their key people greet them. Older children hug their friends as they arrive. Staff support children's emotional well-being well.

The curriculum on offer for the children is well planned. The environment is set out linked to children's individual interests. Staff support children to develop the skills they need to learn next. For example, babies learn single words as they share books with their key person. Older children learn new vocabulary, such as 'aubergine', during a shopping game. Staff support children to learn the rules of the game. Children, including those with special educational needs and/or disabilities, are well prepared for the next stages of learning. They are becoming ready for school.

Children's safety is a high priority. A buzzer system alerts staff if someone is at the door. All the doors open with an electronic fob. Staff teach children to identify their own risks as they play. For example, as children explore the sand and water. They identify it is 'slippy' on the floor. Children are learning how to keep themselves safe.

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

- The curriculum intent is ambitious and aims to build on what children already know. Staff know the children well. They plan exciting learning experiences to support children's next steps. These link to children's individual interests. As a result, all children are starting to show positive attitudes towards their learning.
- Children engage in a good mix of adult and child-led activities. On the whole, the quality of learning is good. Staff use their knowledge of the children to support and enhance their thinking skills. However, some adult-led circle time activities do not meet the needs of all children due to the size of the group. As a result, some children become distracted.
- The setting supports children's communication and language well. Babies use gestures to communicate their needs. Toddlers are using first words, such as 'gone' and 'more', as they play alongside their key people. Pre-school children enjoy conversations with friends at lunchtime. Children are becoming good communicators.
- Children's physical development is supported well. They are able to explore moving their bodies in a variety of ways. The environment has just been reviewed to ensure babies have enough space in which to play. They enjoy moving around the furniture to explore the environment. Pre-school children are learning to ride bicycles, build a house with large blocks and make marks on a large and small scale. Children are developing the skills needed to be physically

active.

- Children behave well. They take turns and share toys during play. Staff support children to talk about how they feel. They explore books and resources that help them understand and manage their feelings and emotions. They are developing the skills they need to be resilient learners.
- The setting encourages children to develop a love of books and stories. Children can vote for their favourite stories to be read aloud each day. They choose their own books and sit with friends to talk about the characters in these. They re-call stories with detail. These experiences will help children to become confident readers.
- Children explore mathematical concepts as they play. They explore volume as they fill and empty cylinders with water. Children count the chairs at snack time and match these to the amount of children who will be sitting down for lunch. They use words such as 'full, empty' and 'half-full' as they move the sand into buckets. These transferable skills support children's cognitive development.
- The manager and deputy work together to oversee the running of the nursery. They observe staff practice in all the rooms on a regular basis. The manager and deputy offer advice and support to enhance this. However, at times staff professional development is not always focused sharply enough on supporting staff to extend the implementation of the curriculum to support all children to achieve the best outcomes.

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:

- enhance staff professional development arrangements to focus more on supporting staff to target the curriculum more sharply on helping children to achieve the best outcomes.

Setting details

Unique reference number	EY232901
Local authority	Lancashire
Inspection number	10317193
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	1 to 4
Total number of places	49
Number of children on roll	43
Name of registered person	Butterworth, Sandra
Registered person unique reference number	RP513509
Telephone number	01282 691 250
Date of previous inspection	30 May 2018

Information about this early years setting

Lynwood Nursery registered in 2002. The nursery employs nine members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 5, and seven members of staff hold qualifications at level 3. The nursery opens from 7.30am until 5.45pm, Monday until Friday, for 49 weeks of the year except bank holidays.

Information about this inspection

Inspector

Sharon Walton

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 two joint observations together.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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