

Inspection of Lynton Private Day Nursery

15 Hatton Lane, Hatton, Warrington, Cheshire WA4 4BY

Inspection date: 23 August 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

As children arrive at the nursery, they are greeted with warmth by caring and supportive staff. They eagerly enter a well-organised, safe and home-like environment. There are plenty of opportunities for them to freely explore the resources and learning areas. They enjoy activities, such as assembling puzzles, scooping sand and themed sensory trays.

Staff know children very well. They plan a curriculum that takes into account children's interests and prior learning. They engage in collaborative projects to learn together. For example, through their 'Ocean Project', children discover the importance of recycling and maintaining clean oceans. Children happily engage in conversations during their play and listen well as stories are shared. Staff introduce stories and rhymes to children from an early age. This supports their expanding vocabulary.

Staff establish clear and consistent expectations for children. They learn how to share and take turns, for example, through a game of pass the ball. Children are given opportunities to take on responsibilities, such as counting the number of plates for mealtimes, which helps them engage and feel a sense of belonging. Through these tasks, they are developing respect for others and a growing sense of responsibility.

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

- The setting offers an ambitious curriculum that builds on each child's existing knowledge and abilities. Staff have a strong understanding of the curriculum and implement it effectively to ensure that all children progress from their starting points. For example, staff plan for children's individual next steps, and they know what skills children have learned and what they want to teach them next. This means that children make progress across the seven areas of learning.
- Children with special educational needs and/or disabilities (SEND) make good progress. The setting works with external agencies to ensure the necessary specialist support. Staff are well informed about each child's individual needs, and they provide activities to support children's development. This means that children with SEND make progress and gaps close in their learning.
- Staff support children's communication and language development effectively, speaking clearly and modelling good language. They read stories with enthusiasm and use open-ended questions. However, there are times when staff do not fully utilise interactions to challenge and further extend children's thinking. This means that, on occasions, children miss out being able to delve deeper or expand on their own ideas.
- Staff build strong partnerships with parents, who highly recommend the nursery

and note their children's progress and enjoyment in attending. Parents describe the setting as a home from home and that they are kept well informed about their child's development. They receive suggestions on how to support their child's learning at home, which helps to provide a consistent approach to the support that children receive.

- Children enjoy a variety of experiences, with staff dedicated to supporting their personal development. For instance, children go on community outings, visiting local care homes and libraries, and they engaged in charity events where they helped to raise money for a defibrillator. Staff help children understand personal differences and identity by providing books and resources on various cultures. However, these opportunities are not yet fully developed to offer children a more detailed exploration of wider cultural experiences.
- Staff encourage children to lead healthy lifestyles. Children receive nutritious meals and snacks, and water is always accessible. Staff provide ingredients for children to cook at home, and parents are supported through cooking workshops where they share healthy recipes. This promotes shared cooking experiences between parents and children, and children learn about healthy food choices from a young age.
- Staff feel supported by an approachable leadership team. Regular staff meetings and supervision sessions provide opportunities to discuss key children and address any concerns. These help to promote a positive culture among staff.
- Children behave well. Staff take the time to talk to them and support them in managing their feelings and behaviour. They use effective behaviour management strategies, such as themed books, to help children express their emotions. These support children to recognise their own and others' emotions.

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 identify and challenge children's thinking to a higher level
- strengthen opportunities for children to explore and learn about diversity beyond their local communities and in the wider world.

Setting details

Unique reference number	315309
Local authority	Warrington
Inspection number	10351383
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	57
Name of registered person	Brookes, Anne Marie
Registered person unique reference number	RP908711
Telephone number	01925 730953
Date of previous inspection	31 October 2018

Information about this early years setting

Lynton Private Day Nursery registered in 1999. It is located in Hatton. The nursery employs 15 members of childcare staff. Of whom, two hold an appropriate early years qualification at level 2 and eight at level 3, and one holds early years professional status. The nursery opens from Monday to Friday, for 51 weeks a year. Sessions are from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jayne Renshaw

Inspection activities

- This was the first routine inspection the setting 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 provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to, or communicated with, the inspector during the inspection.
- Staff 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 inspector carried out joint observations of group activities with the deputy manager.
- 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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