

The Lyme Nursery School

Inspection report for early years provision

Unique reference number 218506
Inspection date 17/03/2009
Inspector Valerie Thomas

Setting address 94 Lancaster Road, Newcastle, Staffordshire, ST5 1DS

Telephone number 01782 616188
Email manager:lymenurseryschool.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Lyme Nursery School was registered in 1997. It operates from four rooms on two-storeys, in a Victorian house in Newcastle-Under-Lyme, Staffordshire. Access to the premises is via three steps into the building with stairs to the first floor. All children share access to a secure enclosed outdoor play area, which is partially fitted with a safety surface. It is open each weekday from 08.00 to 17.30 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 41 children may attend the nursery at any one time. There are currently 58 children aged from birth to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery currently supports a number of children with learning difficulties and/or disabilities. There are 13 members of staff who work with the children, 10 of whom hold appropriate early years qualifications and three are working towards a qualification. The setting has achieved a Healthy Eating award and Investors in People.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are happy and enjoy the wide range of activities available which supports their learning and development effectively in most areas. The partnerships with parents and others are well developed which help to ensure that the individual needs of each child are met. The leadership and management show a strong capacity to improve with recommendations addressed fully from the last inspection and a clear process for reflecting and evaluating what is offered. On the whole, children's welfare is promoted effectively and outcomes for all children are good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide increased opportunities for children to learn about and notice differences between features of the local environment
- develop further the process for observing and assessing progress to ensure that it is systematic for all children and involve parents more in the process.

To fully meet the specific requirements of the EYFS, the registered person must:

- make fresh drinking water available at all times
(Safeguarding and promoting children's welfare).

31/03/2009

The leadership and management of the early years provision

Good arrangements are in place for recruitment with robust suitability checks made. There is a detailed safeguarding policy which is shared with parents and guidance documents for the Local Safeguarding Children Board are available. All staff attend safeguarding training and know the correct procedures for reporting concerns with a clear whistle blowing policy in place. Risk assessments are detailed and cover all areas and staff make daily checks for each room and the outdoor area, making sure that children are kept safe at all times. A key strength of the setting is the importance given to security as staff are assigned to monitoring the entrance area as children arrive and leave the setting at core times during the day.

The management continually evaluate what is offered and include parents in the process through the use of regular questionnaires. There is a comprehensive appraisal system and regular staff meetings to discuss and improve on practices. Improvements to the organisation of resources and encouraging older children to serve their own meals mean that enjoying and achieving are better promoted. Documentation is successfully organised, with very detailed policies and procedures and accidents and medication administered are accurately recorded to promote children's health and safety. Improvements to the recording of children's attendance as they arrive and depart promote all children's welfare effectively. Training is very much promoted and all staff have a current first aid certificate with many other courses attended to enable staff to consistently support every child.

Partnerships with parents and others are good. There is a detailed exchange of information about a child's individual routine. Parents complete an 'I can do' booklet for their child to give staff a clear understanding of their starting points. This helps staff to provide continuity of care for all children. Each child has a daily diary sheet completed which is given to parents to keep them informed of their child's well-being and a menu is sent home each week so that meals in the home can be effectively planned for. Consideration is given to involving parents in their child's learning through encouraging older children to take a library book home and displaying what activities take place each day. There is good support for children with learning difficulties and/or disabilities with close working with parents and other agencies to ensure that children make as much progress as they can. There are links developing with the local schools that children will attend in the future to help develop children's confidence and ease the transition.

The quality and standards of the early years provision

The setting has achieved a healthy eating award and provides very healthy and nutritional meals and snacks for all children with a vegetarian option to meet individual dietary needs. Their understanding of healthy eating is promoted further through growing vegetables in the garden. Children have regular drinks at set times throughout the day although in some of the rooms they are not able to access drinks of water at all times as the cups are on high shelves or in cupboards. There are clear routines for hand washing which promote every child's health well. The extensive opportunities for physical activities help children to develop a

positive attitude to exercise. Children have lots of fun as they play outside on the bikes and use the brushes to sweep up as they find their way around the maze. Clear boundaries and routines are set to help all children to learn how to stay safe. They carefully walk down the stairs holding onto the rail and stop climbing on the table when staff ask them to.

The nursery is organised well with a good range of toys which are accessible to children so that they can make choices about their play and develop their independence. Rooms are bright and stimulating and offer a welcoming environment for all children. The outdoor area offers a large safe place for all children to explore with climbing equipment placed on a safety surface to ensure their safety. There is a wide range of experiences offered to all children and staff base them on children's individual interests. Recent changes to the planning, observation and assessment process means that it is in the early stages of being developed. Past observations and assessments are in place, however, with the implementation of the EYFS and newly devised recording documents recent observations and assessments are not systematic for all children. Potentially, this means that each child's learning may not be effectively planned for.

All children are happy and enjoy their time in the nursery. Staff interact well with young babies to develop their early language skills as they look at books and encourage them to reach out for toys to develop their mobility. Young children try to imitate the sounds of animals, saying 'meow' and develop their literacy skills as they draw and look at books together. Older children find their name cards at circle time and the use of open questions by staff as they listen to the story develops their thinking skills well. Planning shows that there are many opportunities for children to develop their understanding of number through counting, looking at flash cards and joining in with number songs. Staff manage behaviour effectively and set clear boundaries. Consequently, children respond positively, lining up to go down the stairs to wash their hands and waiting patiently for their turn on the bike when playing outside. Staff actively engage in children's play, helping them to develop their interest and concentration which will help their future learning. They talk to them on the telephone and children enjoy making cups of tea for the adults present.

There are good opportunities for children to develop creative skills with a varied range of textures for them to explore. For instance, children regularly paint and explore jelly, gloop and shaving foam. Within the nursery children develop their knowledge and understanding of the world through varied activities. For example, growing sunflower seeds in the garden and looking for snails. However, their understanding of features within the local environment is not fully promoted. Children celebrate a range of festivals and play with a varied range of resources that promote positive images of diversity to help them understand differences in others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.