

# Lawley Village Day Nursery

Gresham Drive, TELFORD, TF3 5ES

<b>Inspection date</b>	01/10/2014
Previous inspection date	27/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- An energetic and knowledgeable staff team provide good teaching through well-planned experiences, based on children's interests, to help children make good progress from their starting points and in readiness for school.
- Staff work well with parents and carers to foster positive relationships and share information to help them tailor children's care according to their individual needs. Therefore, children settle easily and are happy and confident in their environment.
- Safeguarding policies, procedures and strategies are effective in protecting and safeguarding children.
- The management team are driven and clearly committed to improving the service offered by challenging and sharing good practice across the nursery. They have a clear overview of the nursery's strengths and priorities for development, resulting in clear actions plans and support for staff to further increase their skills and knowledge.

### It is not yet outstanding because

- Staff do not make the water, sand and arts and crafts activities freely available throughout the day to offer children increased choice and use these resources to further enhance opportunities for mathematics and understanding of the world.
- During the monitoring of teaching, managers do not always place a strong enough emphasis on ensuring all staff fully exploit all activities to help them place an even better focus on building on children's vocabulary.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held a meeting with the manager/registered individual and the deputies, and carried out a joint observation with the deputy.  
The inspector looked at children's assessment records, planning documentation, action plans, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector took account of the feedback from parents and carers spoken to on the day.

## Inspector

Parm Sansoyer

## Full report

### Information about the setting

Lawley Village Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a purpose-built building in Lawley, Telford. The nursery serves local and surrounding areas. The nursery opens Monday to Friday, from 7am to 7pm and Saturday from 8am to 1pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children have access to enclosed outdoor play areas. There are currently 240 children on roll, of whom 198 are in the early years age group. There are 42 children attending the before and after school service, of whom 28 are aged from five years to eight years and 14 are aged over eight years. The nursery receives support from the local authority and funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery employs 27 staff to work directly with children. Of these, two hold an early years qualification at level 6, two at level 5, 19 at level 3, three at level 2, who are working towards a qualification at level 3, and one support member of staff is unqualified.

### What the setting needs to do to improve further

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

- make more freely available activities, such as water, sand and arts and crafts throughout the day to offer children increased choice and use these resources to further enhance opportunities for mathematics and understanding of the world
- strengthen coaching of staff caring for children under three years, to more fully exploit each activity to increase further children's vocabulary to further enhance teaching and learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The assigned key person for each child confidently uses the baseline assessment to capture the children's starting points when they first start. This information, along with information gained from parents and carers is used well to inform planning and provide motivating experiences for their key children. Assessments of children's ongoing development are accurate and detailed. In addition, staff are effectively noting each child's next steps in learning, which are recorded on a separate sheet. This information is then more easily used to inform the planning of activities to help challenge children's learning. There are good arrangements in place to support children with special educational needs and/or disabilities. For example, staff make any necessary adjustments to the routine and

activities to ensure children are fully included and valued. Parents and carers are encouraged to get involved in their children's learning. For example, they complete the All about me form, which gives key information about children's interests and development and this information is added to the initial baseline assessment of children's development. More recently, they are also encouraged to share their own observations of the children's achievements through using the Wow moment sheets. This is resulting in more parents and carers contributing to their children's assessments.

Staff use children's interests and information from their assessments and next steps in learning as a secure base to provide purposeful play and teaching. This results in staff providing a broad range of experiences across all areas of learning through a good mix of adult-led and child-initiated activities. Consequently, activities have a clear learning intention and challenge children's thinking and the quality of teaching is good. All staff in each room use a clear routine, which incorporates a broad range of experiences to capture children's curiosity. Morning registration is used well to engage children in discussion about what interests them. In addition, staff use their daily group time sessions, which they plan around the needs of their key children, well to provide opportunities for children to speak, listen and express their ideas. Staff show a genuine interest in what children say and children show good levels of interest during these activities. For example, in pre-school staff skilfully ask open-ended questions to make them think and give children time to respond. Staff caring for children under three years make good use of facial expressions, change the tone of their voice and use eye contact to encourage children to communicate. However, staff do not always fully exploit all activities on offer to place an even better focus on building on the children's vocabulary during these experiences, to further enhance learning. Staff provide good opportunities for children to be active and extend their physical skills. For example, staff support babies well to roll, sit, stand and crawl and a ball pit in the room offers them a safe space to freely be active. All children benefit from using the outdoor area and enjoy testing and extending their physical skills. Children have meaningful experiences to learn about the natural and wider world. For example, staff encourage parents and carers to provide photos of family members to make a family tree, which encourages children to look at similarities and differences. Daily discussion about the weather, during morning registration, helps children to develop an interest in changes in their natural environment. Staff use the vegetable patch to offer children the opportunity to care for and eat fresh produce, such as radishes, tomatoes, green beans and herbs, which are used in their meals. However, children have fewer opportunities to use natural materials, such as shells, fir cones, conkers and bark in activities, such as the water and sand.

Staff provide good opportunities for early literacy. For example, writing areas in the rooms are well equipped and children enjoy drawing and using variety of writing materials. Outdoors, a number of mounted chalkboards are popular with the children as they happily make their creations. Books are used well and capture children's interest. For example, staff caring for older children skilfully introduce the book and story to them and constantly ask challenging questions to help maintain their focus, interest and to check their understanding. Children learn to recognise their own and others names at morning registration and when finding their name cards at mealtimes. Staff incorporate a good range of rhyming activities and encourage children to link letters and sounds. Staff use the daily routine and naturally occurring events for children to consider size, colour, and shape

and to count. Children use a good selection of construction toys, a touch screen interactive board and resources, such as puzzles to problem solve, count, sort and match. When sand, water and arts and crafts materials are made available staff often use it to provide children with the opportunity to play imaginatively and to pour and fill. However, staff do not fully exploit these opportunities by incorporating a more varied range of resources to provide a broader range of experiences. For example, for children to consider concepts, such as weight, measures and capacity, to further extend their mathematical learning. Children have good opportunities to express their imagination and creativity as they use paint, make collage and explore colour, design and texture. For example, children use their senses to explore the cooked pasta, jelly and dough. Children enjoy dressing up and playing in the role-play areas with their friends and staff act as good play partners to increase opportunities for them to extend their imagination.

### **The contribution of the early years provision to the well-being of children**

Fostering children's personal, social and emotional development is a key strength of the nursery. This is because this is central to staff's work with children and is given the upmost priority. The assigned key-person system is effective in ensuring staff get to know their key children and their parents and carers. Parents and carers report their children are happy and have made significant gains in their development, particularly, in increasing their confidence and social skills. Older children are supported well to take on extra responsibility. For example, they are keen to be the helper for the day as they help prepare the table for mealtimes and help open the doors, when children enter and leave the rooms. All staff, including those caring for babies foster positive relationships with children. This results in children who are happy and confidently explore their surroundings. Staff are consistent and positive in their approach to managing children's behaviour, if the need arises and children behave well. For example, children easily follow the agreed codes of behaviour in place for their safety, such as holding the handrail when they use the stairs and not bouncing on the beanbags. In addition, children learn how to keep safe as they regularly practise the fire evacuation procedure.

Staff support children well to learn about the importance of developing a healthy lifestyle as they talk about healthy foods and that exercise is good for their bodies. There are good effective hand washing routines, which mean children are given support, time and space to wash their hands under supervision and learn why this is important. Staff give good support to children to develop an understanding of the importance of physical exercise through outdoor and indoor physical play. Staff model good hygiene practices, such as having tablecloths on table, washing hands prior to preparation of food, using protective clothing when changing nappies and areas are kept clean and hygienic. Effective written risk assessments are in place to minimise any potential hazards and therefore, children can move safely and freely both indoors and outdoors. Staff supervise the children well to secure their safety. Accident and medication recording is robust and parents are informed of any accidents and treatment given to help secure the well-being of children. Overall, the resources and activities are used well to capture children's interests and meet planned goals in learning.

Staff support transition within the nursery well and these visits are tailored according to children's individual needs. The good assessment arrangements in place and information sharing means staff are able to easily identify children's next steps and care needs, when they move to their new room, to ensure their needs are met. Transition of children to school is carefully managed and teachers from the main feeder schools have visited the nursery to get to know children and gain information about their care and education.

### **The effectiveness of the leadership and management of the early years provision**

Recruitment, supervision and training have a strong focus on safeguarding. This ensures staff are suitably vetted and inducted to help secure children's welfare and safety. All staff have a good understanding of the safeguarding policy and are able to identify the signs and symptoms of abuse to help secure children's welfare. For example, managers ensure that they ask staff key questions about the safeguarding policy and procedures during staff supervision. This ensures they are all clear about their roles and responsibilities in relation to this. Managers clearly understand the procedure to follow in the event of an allegation made against a member of staff to secure children's safety.

Since the last inspection and subsequent monitoring visit, significant progress has been made and all the actions set in the notice to improve have been tackled well. Achievements since the last inspection include, improving the managers and staff's knowledge of child protection issues, providing training, supervision and support for staff to improve teaching and the use of observation and assessment and more robust recording of accidents and medication administered. Since the last inspection, the registered individual has taken on the role of manager and there are two new deputies. This has resulted in a well-qualified management team who have clear roles and responsibilities and a strong desire to improve the nursery. They have worked extremely well with the early years advisor from the local authority and swiftly drawn up and implemented the action plan to address all of the issues from the last inspection. In addition to this, a further action plan, which is realistic and challenging, clearly identifies further priorities for development. Therefore, managers have a strong capacity to maintain continuous improvement and they have a good overview of the service provided and the educational programmes.

All staff benefit from six-monthly appraisals, regular supervision and are supported well to attend training to update their skills and qualifications. Consequently, staff have a good understanding of how to support children's learning. Managers place a strong focus on the characteristics of effective teaching and learning during supervision sessions with staff. This coupled with the robust audits carried out on children's developmental assessment records ensures better consistency in practice and improved teaching and learning. Managers have recently started conducting observations of teaching within the rooms and acknowledge this is in the early stages. However, during the teaching observations managers do not always focus precisely on how staff can more fully exploit all activities to further enhance teaching and learning.

There are effective systems in place to work with other professionals involved with children, such as those working with children with special educational needs and/or disabilities. For example, the regular sharing of good practice, information, observations and children's achievements and targets ensures the support is tailored well to help close the gaps in their learning. Discussion with parents on the day of the inspection clearly indicates that they are very impressed with the service offered. In particular, with how quickly their children have settled and how well the staff know their children. The displays boards are informative and provide parents and carers with useful information about the policies, routine, meals and activities on offer. In addition, parents have access to a comprehensive nursery prospectus and website to keep them fully informed about the service offered.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY471213
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	977772
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	193
<b>Number of children on roll</b>	240
<b>Name of provider</b>	Lawley Village Day Nursery Limited
<b>Date of previous inspection</b>	27/05/2014
<b>Telephone number</b>	01952630383

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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