

Lawley Village Day Nursery

Gresham Drive, Telford TF3 5ES



Inspection date	26 June 2019
Previous inspection date	1 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team analyses the progress of individual and specific groups of children. It identifies any gaps in children's learning and put plans in place to address these. It also makes sure that each member of staff's practice is monitored and any issues are identified and planned for. This helps to make sure that teaching is strong and that children make good progress.
- Staff provide children with plenty of exciting exploratory experiences. For example, children investigate oats, ice, sand, dough, water, pasta, stones and shells. During such activities, staff support children's communication skills well. For instance, staff describe what the children are doing and ask them questions to extend their thinking and vocabulary.
- The trained forest-school leader visits the nursery each week. She, along with nursery staff, supervises children well as they enjoy sensory and exploratory play outside. For example, children observe spiders and frogs and cook pancakes on a real fire.
- Staff build and maintain secure emotional attachments with children. For example, they are kind and caring and attend to children's individual needs well. This helps children to feel valued and promotes their self-esteem. There are good arrangements in place to help children settle into the nursery and for when they transfer to new playrooms.
- Parents and staff regularly share information about children's development. This helps parents to support their child's learning at home and helps staff to plan activities based on children's individual needs and interests.
- Some staff do not always effectively organise group times so that children are encouraged to fully concentrate and engage in the activities.
- Staff do not provide the older, more physically able children with enough opportunities to fully extend their climbing skills.

What the setting needs to do to improve further

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

- support children's learning at group times more effectively, helping them to be more involved and to extend their concentration skills
- provide the older, more able children with further opportunities to develop their climbing skills.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- One of the inspectors completed a joint observation of an activity with the manager.
- The inspectors held a meeting with the manager and the area manager. They looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspectors took account of the views of parents and children spoken to on the day.

Inspectors

Linda Yates

Amanda Tompkin

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Most staff have attended safeguarding training. The nursery's designated safeguarding lead makes sure that all staff have a good understanding of how to protect children from abuse. This includes ensuring they know the procedures to follow if an allegation is made against a member of staff. The management team has positive relationships with other professionals, including those who support children with special educational needs and/or disabilities (SEND). This means there is a shared approach to children's care and learning so that they receive consistent support. Staff attend relevant training to ensure children with SEND are well supported. The management team seeks the views of parents and staff and uses this information to identify ongoing improvements.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that capture children's ever-changing interests and encourage them to learn across all areas of learning. For example, during a baking activity, staff encourage the older children to take turns as they explore the different textures of each of the ingredients. Children weigh the ingredients, look at the numbers on the scales together and count out how many spoonfuls they need. Staff praise children for their attempts, thereby developing their self-confidence. Staff make sure that circle time provides the toddlers with regular opportunities to increase their knowledge of colours, shapes and numbers. Furthermore, staff that work with the older children skilfully and enthusiastically model how to pronounce each letter sound correctly and encourage children to recognise their own names.

Personal development, behaviour and welfare are good

All of the playrooms are bright, spacious and offer exciting and stimulating activities. Children are motivated to use the resources and learn. The cook provides children with nutritious and well-balanced meals and snacks. Children enjoy daily fresh air and exercise. For example, they enthusiastically chase bubbles outside, run to fill their watering cans up to water the plants, use tricycles and practise stepping on balance steps. Staff encourage the older children to make choices together. For example, children vote on what cakes they would like to bake each week. This helps children to understand that their opinions are important and to respect other people's decisions.

Outcomes for children are good

All children make good progress from their starting points and develop the skills they need in readiness for school. Children are enthusiastic and independent learners during child-initiated play times. For example, babies use their hands, sponges and brushes to make marks with the paint. Toddlers listen to the story on the large low-mounted electronic touchscreen computer. Older children thread dried pasta pieces onto their own piece of string. Children are happy, self-assured and interact freely and enthusiastically with one another and staff.

Setting details

Unique reference number	EY471213
Local authority	Telford & Wrekin
Inspection number	10106163
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	0 - 5
Total number of places	193
Number of children on roll	227
Name of registered person	Lawley Village Day Nursery Limited
Registered person unique reference number	RP904371
Date of previous inspection	1 October 2014
Telephone number	01952630383

Lawley Village Day Nursery registered in 2013. It is one of two nurseries managed by Lawley Village Day Nursery Limited and is located in Telford. The nursery employs 38 members of childcare staff. Of these, 36 hold appropriate early years qualifications at level 3 or above, including one at level 6, three at level 5 and another at level 4. The nursery opens all year round, except for bank holidays and one week over the Christmas period. Opening times are from 7.30am until 6pm on Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children. Older children attend the holiday playscheme offered by the nursery, as required.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

