

Lancaster Road Nursery

Lancaster Road Primary School, Lancaster Road, Morecambe, LANCASTER, LA4 5TH

Inspection date	29/04/2014
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of the teaching is good. Staff listen to children and follow their interests, planning appropriate activities to build on individual children's learning. As a result, children make good progress.
- Children with special educational needs and/or disabilities are supported extremely well by staff who are skilled in helping them to make good progress, relative to their needs.
- Safeguarding procedures are very effective. Consequently, children's welfare is protected and children are kept safe from harm.
- Managers and staff develop good partnerships with parents. They communicate well to identify children's needs and share children's achievements effectively.

It is not yet outstanding because

- There is scope to broaden the monitoring of staff development to further enhance the already good quality of care for the children.
- Opportunities for further extending the younger children's self-help skills are not always fully incorporated into their daily routines, such as at meal times.

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 all three rooms, during snack time and during outdoor play.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider, manager and spoke to staff throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and discussed the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lois Wiseman

Full report

Information about the setting

Lancaster Road Nursery is run by a committee. It opened in 1997 and operates from three classrooms with occasional use of the school hall within Lancaster Road Primary School in Morecambe. All children share access to a secure outdoor play area. The nursery currently takes children from two years of age. The nursery is open each weekday from 8.30am to 4pm during term time only. At present no holiday scheme is offered. There are currently 114 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 16 staff working at the setting, 15 of whom hold appropriate early years qualifications, one at level 5, 13 at level 3, and one at level 2. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the monitoring of peer observations to evaluate the impact of staff's interactions with children to ensure that children's progress is extended at all times
- enhance the organisation of routines, such as at meal times, to incorporate opportunities to enable children to practise and develop their self-help skills even further, for example, by helping to set the table and by pouring their own drinks.

Inspection judgements

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

Teaching in the nursery is good because staff have a very secure understanding and knowledge of the Statutory framework for the Early Years Foundation Stage. The skilled staff team have a good understanding of how children learn and celebrate each child's uniqueness. As a result, children are well supported and make good progress in their stages of learning. The educational programmes are broad and varied which enable the children to make progress in all areas of learning. The staff ensure that the learning environment is well organised, both indoors and outside. Consequently, children are enthusiastic to take part and learn new skills and become active learners. Children's curiosity is ignited by the range of activities available, for example, hiding dinosaurs in the sand tray, creating a princess using various collage materials, and investigating a mathematical problem using a computer program. Staff interact well with the children,

sharing stories and asking questions to help promote the children's thinking. On occasion, however, some opportunities are missed to develop this further to maximise children's learning at all times.

Staff know their key children very well and have high expectations of how the children make further progress. They use knowledge from discussions with the parents to plan for the children's interests, for example, creating a castle entrance to the construction area to support the interest in princesses. As a result, the children's interests are promoted and used effectively by staff when planning activities to extend the children's learning. The key person system is well embedded and staff take the time to observe their key children closely. For example, each key person has a clipboard containing individual children's planning notes. The effective teamwork ensures that the children's interests are noted and acted upon. This helps to provide the right stimulus for each child, according to their changing needs. Comprehensive learning journals are kept for each child containing a variety of observations and assessments, annotated photographs and purposeful next steps. This attention to detail means that the children are assessed accurately and staff plan appropriate targets to help the children progress further. Additionally, children are gaining those skills necessary for school and their future learning. Staff share the children's learning and progress with their parents whose comments are noted. Consequently, parents feel positive about the nursery and valued as equal partners in the education process of their children. Parent involvement is further enhanced by the wide range of information available to them, for example, workshops for speech and language development and leaflets about the use of dummies.

Children with English as an additional language and special educational needs and/or disabilities are supported effectively by the skilled staff. The managers have robust procedures in place to monitor any needs an individual child may have. As a result, children make good progress relative to their starting points. A high priority is placed on training in British Sign Language and Makaton. Signs are used consistently throughout the nursery, and this ensures that all children receive appropriate support in helping to develop their speech, language and communication skills. The special educational needs coordinator liaises regularly with other staff members and other relevant professionals, to ensure the care and development arrangements are consistent. This ensures a high quality of care and learning is given to all children.

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

Children's emotional well-being is given the highest priority within the nursery. Warm, friendly and sensitive staff support children in forming secure attachments. As a result, children are happy, confident and behave well. Staff make the care of each individual child the strong focus of everything that they do. This means that the children's care needs are met thoroughly. Children are happy when they arrive and move excitedly into the play areas. Settling-in routines are very flexible and parents speak favourably of this process, for example, 'I'm very happy with the care that my child receives here. The staff were

wonderful when my child was settling in'. As a result, children's well-being is promoted well and the input from parents is valued. Staff are consistent in their approach to positive behaviour management, for example, by using eye contact, the children's names, and verbal and non-verbal praise. Consequently, children develop good personal and social skills. Children move freely around their learning environment as the resources are easily accessible. They enjoy their independence by choosing their toys and resources to enhance their play. As a result, they develop their self-confidence further. A healthy attitude to exercise is promoted because outdoor play is highly valued. Children learn to take safe risks as they negotiate space and height on climbing equipment. This means that children become confident and capable learners as they learn to manage risks.

Staff are fully committed to the promotion of healthy living in the nursery. Children access the toileting areas independently, and staff are sensitive when supporting the younger children in their care routines. The children are kept safe by learning about the importance of hand washing. All children are offered healthy snacks, for example, fruit, juice and fruit bread, however, the younger children are not always given the opportunity to further develop their good self-help skills at snack times. For example, by providing such things as smaller jugs for pouring their own drinks. This focus on being healthy is extended to providing information to parents about healthy lunchboxes. As a result, this whole approach is reinforced at home and children remain healthy.

The safety and care of the children is a prime focus at the nursery. Robust procedures are in place to keep the children safe. Staff are vigilant as they allow children to explore the environment. Staff are consistent in their approach to safeguarding. Both staff and students are fully aware about the procedures for dealing with a potential safeguarding issue, as well as whistle blowing. This means that children are kept safe from harm. Children moving through nursery into different rooms are supported well by sensitive adults. Staff liaise effectively with staff from other settings and schools to ensure that the links for children's care and development are established. As a result, all children are supported in the transition process. As parents are also involved in this process, this ensures that the move into the next stage of learning is as seamless as possible.

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

Leadership and management are good. The managers are organised, enthusiastic and take a proactive approach to managing the nursery. They are fully aware of their responsibilities in ensuring the safe and efficient management of the nursery. Robust safeguarding procedures and recruitment of staff help to keep the children safe. Comprehensive induction procedures mean that the policies concerning health and safety are adhered to effectively. All staff have undertaken safeguarding training, which results in them having a clear understanding of any action they would take in a potential safeguarding issue. All policies and procedures are reviewed regularly, helping to ensure practice remains safe. Thorough risk assessments are carried out on all areas used by the children, including individual risk assessments for children with special educational needs

and/or disabilities. Consequently, staff are assured in the knowledge that children can play safely.

The staff work well collaboratively to self-evaluate and implement positive changes around the nursery. Through regular meetings, staff members are given many opportunities to contribute their ideas and suggest improvements to practice. Supervisions and appraisals help managers to monitor staff performance and areas for development. As a result, managers ensure that staff are effective in their roles and supporting children's learning appropriately. Sharing a key vision for the future, managers are aware of how they wish to keep moving the nursery forward, particularly in reviewing peer observations. This is less well embedded in order for staff to share their expertise and learn from each other through honest and critical reflection. Monitoring of staff performance, procedures and the assessment process reflects positively on practice and outcomes for children, as they are supported effectively. Professional development is a priority among the managers. Also, staff are encouraged to undertake training opportunities. Consequently, the staff make up a quality team fully committed to providing the best for the children.

Self-reflection features highly in this nursery. Staff are encouraged to evaluate their practice according to their roles and responsibilities. The two-way partnership with parents enhances this positive approach, for example, staff use the results of a parent questionnaire to relocate the learning journals so that they are more accessible. Parents are made to feel very welcome in the setting, and their warm comments demonstrate how happy they are with the level of care and education their children receive. Good links with other professionals in the community, for example, the local children's centre, ensure that there is a consistent approach, so that children make good progress relative to their needs and abilities. Excellent links with the school on site mean that the transition into the next stage of learning is as smooth as it can be.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	309696
Local authority	Lancashire
Inspection number	867888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	114
Name of provider	Lancaster Road Nursery Committee
Date of previous inspection	28/09/2009
Telephone number	01524 401 271

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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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