

Lavenders Day Nursery

19-21 Bushmead Avenue, BEDFORD, Bedfordshire, MK40 3QJ

Inspection date	03/09/2013
Previous inspection date	19/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- High quality interactions between staff and children ensure that children remain excited, motivated and interested in their learning.
- All children, including those with specific needs make excellent progress in their learning and development because of the timely interventions the nursery puts in place to fully support them.
- Children are exceptionally well equipped for school as they develop into curious and skilful learners.
- Children follow routines that suit their individual needs. Consequently, they display high levels of contentment and confidence at the nursery.
- Children are able to assess risks for themselves as staff encourage them to be courageous and competent in following rules.
- Inspirational leadership creates a culture of excellence within the nursery. As such, all staff aspire to provide the very best care possible for children.

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 children's activities in all of the rooms and outdoor areas where children play.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self- evaluation.
- The inspector conducted a tour of the setting with the manager.

Inspector

Hayley Marshall

Full Report

Information about the setting

Lavenders Day Nursery was first registered in 1990 and is one of 47 day care nurseries owned by Childbase Partnership Limited. It operates from a converted house and adjoining building and is situated close to Bedford town centre. The setting is accessible to all children and they have access to enclosed outdoor play areas.

The setting provides funded early education for two-, three- and four-year-olds. It is open each weekday for 52 weeks of the year, apart from bank holidays. Sessions are from 7.30am to 6.30pm. Children may attend for a variety of sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 160 children on roll who are within the early years age group. The setting serves a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language.

The setting employs 40 members of child care staff. The manager has a relevant early years degree and holds Early Years Professional Status and three further staff have a relevant degree. 28 staff have a childcare qualification at level 3 and four staff have a relevant level 2 qualification.

What the setting needs to do to improve further

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

- stimulate children's keen interest in mixing media further, by providing wider opportunities to explore this in their independent play.

Inspection judgements

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

Children display high levels of motivation and excitement in their learning. They question why things happen and try things out for themselves. For example, children make dough with staff and decide what they will add to the mixture and in what quantities. This results in children making dough that is slippery and sticky. Children delight in observing the features of their dough, talking enthusiastically as they describe it as like a 'snow storm'. Children benefit from this experience as they observe what happens to the dry mixture by adding oil and water. They enjoy the sensation of feeling the mixture between their fingers in the adult-led activity. There is scope to further extend upon children's curiosity and interest of mixing different media by providing wider opportunities for children to do

this in their independent play.

Staff are excellent role models for children. All staff allow children freedom to explore and intervene to guide their learning only when children invite them through discussion or body language. Staff are aware of children's developing interests because they observe them closely and engage in discussions with parents. In the baby room, children play with mobile phones as they show interest in these at home. Older children enjoy making marks with plastic animals as they dip their feet in paint and walk them across paper. They notice the differing marks on the paper and talk to staff about this. Children follow their interest in animals by sorting them into groups. They look for features, such as long necks and make a long line of giraffes. This shows children are beginning to recognise pattern and similarities, important skills to support their early mathematical development.

Staff provide an inclusive environment where all children thrive. Children gain the support they need to make superb progress because staff are acutely aware of children's individual development. They take decisive and timely action when they feel that children need extra support. The staff use individual education plans to ensure that they recognise children's small steps in development. Engaging teaching methods, such as sign language and visual prompts help children to communicate. This results in all children being able to express themselves and their needs. The nursery is busy and buzzes with children's chatter as they talk about their learning and use commentaries in their play. Older children are skilful in negotiation and ask when it is their turn at an activity and how long they need to wait. Student practitioners talk to children respectfully and in a way that engages their interest and desire to share their ideas. Together, staff and children collaborate on their ideas, drawing pictures and adding features to create a picture. Children talk about their ideas, directing staff and leading their play.

The inspiring outdoor areas allow children to develop their large muscles in a multitude of ways. They climb the steps to the tree house and enjoy practising different ways to slide down. Younger children play on a soft surface in the garden as they roll and crawl exploring different surfaces and moving purposefully. They use the low level furniture and equipment to pull themselves to standing, preparing for early walking. Children are able to develop their smaller muscles in their hands as they practise making marks and using tools. Older children are able to write their names and proudly label their work. They use scissors to cut out bone shapes, piecing them together to make a skeleton. This engages their interest as they recall the names of the bones inside their bodies. Older children are exceptionally well prepared for school. This is because of the careful balance between adult-led and child-initiated activities. Children are able to be confident and competent learners while skilful adults guide their interests and build upon their existing knowledge. They show high levels of engagement and concentration throughout their day at nursery.

Parents have high involvement in children's learning. They contribute their observations of what children know and can do. Staff value these and use them to steer children's interests. Consequently, children's development files are an extensive record of their achievements and tracking pinpoints clearly what they need to learn next.

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

Staff prepare children extremely well for starting nursery by encouraging parents to leave them for short periods before their start date. This helps young babies to become accustomed to those who will be caring for them. Staff reinforce this by giving parents a book of photographs to take home which shows the room where children will stay and pictures of the staff. At the nursery, staff develop family books for all children so they can look at photographs of people who are important to them. Staff talk to parents as they drop children off each morning and parents share their news. Staff talk to children about this, such as weddings they have attended, strengthening the links between home and the nursery.

When children become ready to start school staff help prepare them for the change by encouraging them to bring in a physical education kit to become independent in dressing. Children bring packed lunches to nursery in the weeks leading up to them leaving to prepare them for the change from cooked meals. In these ways, children learn about what they will do when they move into school. When children move between rooms at the nursery, staff work closely together to pass over information. The key person system is highly effective. Children are very content and display high levels of security. Staff are warm and caring and children respond to them with trust and affection. This enables children to feel confident and they display high levels of self-esteem. Children behave well because staff model expectations for behaviour and encourage children to take responsibility for their environment. For example, children help to tidy away toys before changes, such as lunch time.

Staff encourage all children to understand the values of the nursery from a young age. They reinforce good behaviour by explaining to children about the effects of their behaviour. For example, if they pull on the ceiling displays they will fall down. Older children communicate the rules that are in place to keep themselves safe. For example, they must not go on the tree house until staff are supervising. As a result of the high levels of trust staff place in children, they become skilful in assessing small risks for themselves.

Children grow vegetables in the garden helping them to learn about healthy eating. Meal times are relaxing and sociable occasions promoting children's very good attitudes towards food. Children are active and enjoy movement through planned sport sessions supporting their healthy lifestyles. Staff minimise the risk of the spread of infection at the nursery. They maintain a hygienic environment through use of separate flannels and bedding for children when they sleep. Children follow their home routines for rest and staff work closely with parents to ensure that they experience continuity.

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

Staff follow policies and procedures to ensure that children feel and are, safe at the nursery. Staff know their own individual responsibilities and are aware of the signs and

symptoms that might cause them concern about children's welfare. There is a procedure in place for reporting any such concerns. Extensive staff induction checks the suitability of those who work with children. Staff record the arrival and departure of children and all adults on site, there are measures in place to double check this. This means that staff are aware of who is present at all times. Close circuit television monitors rooms where children play and the entrance to the nursery, for children's further protection. Staff are vigilant in assessing potential risks to children and take steps to reduce these. Staff supervise children closely at all times especially when young children play in the outdoor area or encounter new experiences. This helps to maintain a safe environment for children's learning and development.

The highly inspirational leadership of the manager creates a culture of excellence at the nursery. The manager is uncompromising in her pursuit of the highest of standards and communicates this effectively to staff. The staff team share this vision for providing the highest quality of care for children. Supervision of staff is supportive and encourages staff to continue with training to improve their knowledge and skills for the benefit of children. The result of this is a highly qualified, stable staff team who are happy in their work. Regular appraisals and meetings ensure that the staff voice is heard within the nursery and wider company. The company invests time in their staff and recognise their achievements through employee awards. This means that staff strive to continue to provide outstanding care are reflective in their practice. Staff seek in-house and external training to broaden their knowledge and cascade this to their colleagues back at the nursery, implementing their learning in innovative ways.

Self-evaluation is ongoing and takes into account the views of all of those at the nursery. For example, at parents request the nursery extend their opening hours to better meet their needs. The nursery seeks the views of local authority advisors to help reflect upon strengths and target weaker areas. The manager reviews their action plans on a regular basis and strives for continuous improvement demonstrating the nursery's exceptional capacity to maintain ongoing improvement over time.

The nursery establishes close working partnerships with others who work with children. A local health visitor attends the nursery to provide a useful resource for parents and staff. This enables staff to discuss any concerns about children's general health and development. The nursery equally capitalises upon the relationships it forms with local schools. Teachers attend the nursery to meet children and discuss their progress with key staff. This helps children to experience a smooth move between nursery and school. Partnerships with parents are excellent. Parents discuss their absolute confidence in the friendly and approachable staff. Sharing of information is highly effective, and parents welcome children's progress checks at age two and summaries of their learning. As a consequence of these highly productive relationships and staff's close monitoring and assessments, all children make outstanding progress in their learning.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	219220
Local authority	Bedford Borough
Inspection number	909809
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	160
Name of provider	Childbase Partnership Limited
Date of previous inspection	19/01/2011
Telephone number	01234 342818

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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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