

Lyndhurst Private Pre-School Day Nursery Limited



84 Kilnwick Road, Pocklington, York, North Yorkshire YO42 2JZ

Inspection date	3 January 2019
Previous inspection date	1 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Management, with support from the local authority and cooperation from staff, has successfully addressed all actions and recommendations raised at the last inspection. For example, there is a new approach to observations and assessments of children's development. This helps children to make good progress in their learning.
- Staff have established ways to promote positive partnerships with parents. Parents receive daily verbal communication and regular information about their child's learning and development. This helps to ensure children benefit from a consistent approach to their care.
- Children behave well, and a well-embedded key-person system helps them to feel safe and emotionally secure.
- Management has introduced a robust system to evaluate and identify areas for development. They value and act upon feedback from parents and children. This helps to benefit children and results in a service that is continually improving.
- Staff successfully monitor children's overall progress. The manager monitors the progress between different groups of children to identify and support any gaps in learning quickly.
- At times, staff do not fully consider the organisation of routines, particularly at lunchtime. Some groups sessions are too long, and children become distracted from their intended learning.
- On occasions, staff do not extend their lines of questioning to challenge children's thinking further, or provide children with enough time to respond to the questions they ask.

What the setting needs to do to improve further

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

- consider further ways to organise routines to minimise children's waiting times and prevent them from becoming distracted from their good learning
- strengthen the use of questioning and provide children with enough time to respond to the questions asked.

Inspection activities

- The inspectors viewed all areas of the premises used by the children. They observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors viewed documentation, for example, first-aid certificates, public liability insurance, policies and procedures, and evidence of suitability checks for staff. A meeting was held with the nursery manager.
- The inspectors engaged in discussions with the staff and children throughout the inspection at appropriate times. They spoke to parents during the inspection and took account of their views.
- The inspectors discussed the nursery's self-evaluation and the impact this has on children and their families.
- The inspectors sampled observations, planning and children's development folders.

Inspectors

Kerry Holder
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a secure knowledge of the signs and symptoms of abuse. They know the procedures to follow if they have concerns about a child's welfare. Management has developed its knowledge of matters that need to be notified to Ofsted. They complete regular one-to-one meetings with staff to discuss their performance and any concerns they have. This helps to ensure that staff are well supported and training needs are identified. Staff are encouraged to undertake training and enhance their knowledge to improve outcomes for children. For example, all staff have recently completed training to improve their knowledge of observations and assessments. Staff have established ways to communicate with other settings that children attend. This helps them to work in partnership and share relevant information to support children's development. Robust procedures are in place for the recruitment of new staff to ensure they are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff plan activities that enhance children's development well. For instance, children learn the process of making their own dough. They show good hand-to-eye coordination as they use tools to measure, scoop and pour. Staff refer to a written recipe card to help children understand that print carries meaning. They support children's mathematical skills well. For example, staff encourage older children to identify shapes and numerals in the environment. Staff engage children in discussions, which helps to support their communication and language development.

Personal development, behaviour and welfare are good

Children learn how to care for themselves and develop good personal hygiene skills, such as washing their hands before handling food. A healthy, nutritious menu is in place to meet children's individual dietary requirements successfully. Staff sit with children during mealtimes and help to promote good social skills. They remind children of rules. For instance, they say, 'Stay safe by walking inside please'. This helps children to understand what staff expect and why rules exist. Staff provide a well-thought-out learning environment and children can choose from a wide range of stimulating activities and resources. For example, older children pretend to have picnics with role-play tea sets, and babies explore interesting objects using their senses. Children enjoy playing outdoors, which helps to promote their physical development.

Outcomes for children are good

All children make good progress in their learning and development. They become confident, independent learners and socialise well with others. Children are developing their early mark-making skills. For example, they use chalks and ascribe meaning to their marks. Children confidently develop their independence skills. For instance, they set their own place at the snack table. Children are motivated learners who acquire skills in preparation for starting school.

Setting details

Unique reference number	EY264161
Local authority	East Riding of Yorkshire
Inspection number	10081678
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 10
Total number of places	117
Number of children on roll	176
Name of registered person	Lyndhurst Private Pre-School Day Nursery Limited
Registered person unique reference number	RP521074
Date of previous inspection	1 October 2018
Telephone number	01759 302228

Lyndhurst Private Pre-School Day Nursery Limited registered in 1992 and re-registered under the current ownership in 2003. It employs 17 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3 and the manager holds a qualification in childcare at level 5. The nursery opens Monday to Friday, from 7.30am to 6pm, except for bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

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

