

Inspection of Lynwood Ashtree Day Nursery

Ashtree House, 22 Newbarns Village, BARROW-IN-FURNESS, Cumbria LA13 9NG

Inspection date: 17 August 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this inclusive nursery. They show strong attachments to their key person or buddy as they welcome them. Babies reach out with a smile. Older children wave goodbye to their parents before helping to hang up their belongings. Staff count the stairs or ask them to find an amount of nappies from their bags. This helps to build an understanding of number.

Children behave well. Staff have high expectations, reminding children of positive nursery rules. Children engage in purposeful play as staff give new ideas for the chosen resources. For example, staff pretend plastic reels are trumpets. Children laugh and join in with making their own music. Children listen to staff and focus well during song time. Young children follow along with signs and begin to say new words. Older children make requests for favourite rhymes.

Children often choose to spend time in the outdoor area. The youngest children learn to balance as they navigate log paths. They feel secure with staff close by, smiling in response to praise and encouragement. Older children strengthen their large muscles as they navigate and jump safely from an obstacle course. They are proud of themselves as they climb up a purpose-built wooden tepee.

What does the early years setting do well and what does it need to do better?

- Staff promote a love of reading. They carefully choose a book of the week for each age group. Children enjoy listening to the stories as staff read with enthusiasm and excitement. In addition, staff remind children of the story as they play. For example, when children choose blocks, they suggest they build a tower like 'Ted'. As a result, children often bring books to staff. This helps them develop new vocabulary and understanding.
- Children's emotional development is a priority. Staff teach children to identify emotions with pictures. These are always accessible to children to help them identify how they are feeling in the moment. As children progress through nursery, staff talk to them about how to help themselves feel good. For example, if they are hot or tired, staff suggest they could use shade or a cosy corner to rest. This helps children begin to recognise the importance of self-care.
- The special educational needs coordinator is a dedicated advocate for children with special educational needs and/or disabilities (SEND). They use their knowledge and passion to access support and organise, where possible, transition to the most suitable provision for children's ongoing education. This gives children with SEND the best chance to build on what they already know and can do.
- Leaders spend funding promptly. They consider how to best support the individual children in receipt of the funding. For example, they add to children's

life experiences by taking them to the theatre. This helps children, particularly the most disadvantaged, to broaden their understanding of the world.

- Children are keen to engage with staff. They respond with enthusiasm to staff's invitation to play. For example, toddlers quickly come over to join in with rolling cars through paint. Planned activities are well matched to what children need to learn next. This helps children make good progress from their individual starting points.
- Staff know children well. They use their interests to set up activities. For example, they use shaving foam to create an ice-cream shop outside. Overall, staff engage children in conversation about what they are doing. However, some adults are less skilled at extending children's learning as they play. This does not consistently help children make the very best progress possible.
- Leaders use current events, such as the football World Cup, to plan activities that extend children's knowledge. For example, older children have a challenge to put flags onto a map of the world as each team plays. They talk about food that is popular in each country before tasting it at lunchtime. This helps children build an appreciation of different cultures.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular training in safeguarding. They understand the importance of keeping children safe and know the procedures to follow if they have concerns. Leaders work with outside agencies to access early help and support for families. This promotes children's well-being. The suitability of staff is checked thoroughly before employment offers are made and then at regular intervals. The environment is designed to keep children safe. For example, a low handrail on the stairs helps children to climb them safely. Many staff have paediatric first-aid qualifications. They offer first aid promptly and make a record to share with parents.

What does the setting need to do to improve?

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

- support less-experienced staff to recognise when to extend children's learning during their chosen play.

Setting details

Unique reference number	EY253530
Local authority	Westmorland and Furness
Inspection number	10289336
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 at time of inspection	0 to 4
Total number of places	74
Number of children on roll	97
Name of registered person	Lynwood Day Nursery Limited
Registered person unique reference number	RP521215
Telephone number	01229 821998
Date of previous inspection	21 November 2017

Information about this early years setting

Lynwood Ashtree Day Nursery registered in 2003. It employs 21 members of childcare staff. Of these, the majority hold childcare qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Millward Sampson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- A sample of relevant documents was viewed by the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector completed a joint observation of an activity with the manager. They talked about the quality of education and training opportunities for staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

We carried out this inspection 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.

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