



Lake House Nursery

Inspection report for early years provision

Unique Reference Number	EY231487
Inspection date	24 November 2006
Inspector	Nigel Lindsay Smith
Setting Address	2 Lake Road, Bristol, Avon, BS10 5HG
Telephone number	0117 9622948 or 01179 445963
E-mail	
Registered person	Lake House Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lake House Nursery is a privately owned day nursery. It opened in 1991 and operates from a converted residential property on two floors in Henleaze, Bristol. A maximum of 37 children may attend the nursery at any one time. The nursery opens five days a week all year round, from 08.00 to 17.45. All children share access to a secure enclosed outdoor play area.

There are currently 43 children under five years on roll. Of these, six children receive funding for early education. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, nine have appropriate early years qualifications and one is currently working towards a recognised qualification. The proprietor

employs a Montessori trained teacher and once a week a French teacher works with children from two years old.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy fresh home cooked meals using organic produce; the trained cook carefully sources products such as natural colourings to ensure that they are healthy. Babies receive good attention as they are fed individually. All children remain well hydrated as staff ensure that they have regular drinks; older children serve themselves from a water dispenser. Children's individual dietary requirements and any allergies are identified, so that their needs are met.

Children's good health is maintained through effective policies and procedures. Children learn the importance of washing their hands after visiting the toilet and are taught to blow their noses. Good nappy changing arrangements minimise the risk of cross infection, such as staff wearing disposable gloves; records are provided for the parents. The premises and resources are kept clean. Parents provide written permission if medication is needed, and they are asked to sign records of the medication being administered by staff, so that there is clear communication.

Children's risk of infection is reduced by a clear policy for them not to attend when ill, and they are safeguarded in the event of an accident as the nursery obtains permission for emergency medical treatment, and all staff receive first aid training. Records of any accidents are thorough, and shown to the parents, although some entries of parents acknowledging that they have been told are not dated.

Children have regular access to fresh air as good use is made of the outside area. Regular opportunities for outdoor play and access to an indoor ball pool enable children to make good progress in their physical development. They can balance, pedal, catch and throw. Children show good levels of control when developing their small muscle skills. For example, they cut confidently with scissors. Babies can use the ball pool room and the garden and are taken for walks in the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are comfortable and appropriate for their use. The rooms are very welcoming, with a range of visual images to stimulate the children. The premises are homely, and the children move around them confidently; for example, a group of older children select armchairs facing the glass windows and sit and talk to each other. Children can access an excellent range of good quality equipment which meets safety standards and is regularly checked.

Children are protected by a thorough risk assessment which ensures that they are safe on the premises and in the garden. Staff are vigilant in checking rooms and equipment. Children take

part in regular fire drills which ensure that staff are familiar with the procedures for evacuation of each area of the building. There are stringent procedures to ensure that all people who have contact with the children are vetted, and that only people nominated by parents are able to collect them. Unknown adults cannot enter the setting unchallenged as there is an intercom system.

Children's welfare is safeguarded as staff have received additional training and have a good understanding of how to implement the comprehensive child protection procedures. Contact details for the local social services department are available to facilitate staff obtaining advice and support if needed.

Helping children achieve well and enjoy what they do

The provision is good.

Children and staff have very good relationships. Children are cared for by enthusiastic staff who enjoy being with them. For example, staff give good attention to a young baby, stimulating it with rattles and musical toys. Staff regularly interact and involve themselves in the children's play, for example responding to a child's request to change a doll's nappy by role playing the process with them, using a nappy and disposable gloves.

Children enjoy participating in a varied range of activities which interest them and encourage their development. For example, babies enjoy experiencing creative materials such as paint and exploring treasure baskets which contain a range of items of different textures. Toddlers enjoy making handprints for Christmas cards, completing animal puzzles and singing. Staff encourage children's learning and development through play. For example, children searched for miniature insects hidden in spaghetti, identified them and then followed up by looking at pictures of insects and searching for them in the garden.

Children between two and a half and three years benefit from well structured sessions to help their transition into the Nursery Education stage. These include activities based on a Montessori "Practical Life" programme and incorporate a range of problem-solving and learning opportunities based on everyday experiences such as sifting flour, threading and using pipettes. Children learn to be independent as they select their chosen activity from accessible shelves, complete it and return it. Very thorough planning and preparation integrates these activities with other aspects of the programme through the current theme, for example "Harvest". These include songs, stories, puppets, poetry and art and craft activities, such as fruit and vegetable printing.

Staff demonstrate a clear understanding of the Birth to three framework and use their knowledge of the children to further support their development and ensure they make progress.

Nursery Education

The quality of teaching and learning is good. Staff create a stimulating environment in which children can explore and investigate and make progress in their learning. Staff are confident in their knowledge of the foundation stage and are skilled in ensuring that themes and topic work incorporate all areas. For example, during the rainy days theme, children explore words

such as "swishing", "slopping", "dripping" and create a poem together, developing their language skills; they also count large cardboard raindrops, developing their numeracy skills. Staff know the children well and adapt activities to suit children's individual needs, providing further challenges for more able children. This motivates children to learn and enables them to make good progress.

Children are very settled and confident. They are sociable and readily talk to adults and their peers about their experiences, for example, volunteering that they went to a bonfire, which staff then used for a group discussion about their experiences of bonfires, including the size and relative heat. They learn about relating to others as they select cards from a "friendship basket". They exercise choice as they can move freely to the room next door to select from the "Practical Life" activities.

Children speak very confidently. They construct clear sentences and use descriptive language, for example, one child tells another "It's fun having a brother or a sister". Children have good opportunities to practise their writing skills as there is a well-stocked mark-making table always available.

Children can count confidently and use numbers and counting in everyday activities. There are imaginative opportunities for mathematical development, for instance through sorting the large cardboard raindrops in order vertically.

Children investigate using their imagination; for example, they listen to a tale about a shipwreck and rescue, and then role play the story, talking about the effects of wind, and the concept of bravery. They then make "twirlers" and experiment with them in the wind. They learn about the community from visitors such as a police officer and a guide dog trainer. Children are able to find out how things work through the "Practical Life" activities.

Children enjoy games that they devise themselves, such as organising a birthday party using play food and dressing up clothes, and games led by adults, such as pretending to fly on a plane on holiday. Staff use these experiences to engage all the children in joining in, being sociable, stretching their imagination and having fun.

Staff make observations and record achievements, which helps them to plan for each child to ensure their learning and developmental needs are met. They have good knowledge of the children although this is not always fully reflected in the written records. Planning is effective in providing varied activities which stretch and stimulate the children.

Helping children make a positive contribution

The provision is good.

Children behave very well. Staff are calm and consistent and use praise and encouragement effectively. Staff demonstrate good manners, acting as role models to the children. Through the "Practical Life" programme children learn to be responsible for the equipment, to return it and to clear up afterwards. Staff gently remind them if they forget.

Children gain a positive image of the diversity of society through a good range of puzzles and dressing up clothes, displays of multi-cultural figures and through linking up with a nursery in West Africa. Staff are committed to ensuring that children with a disability are fully included in activities, and the ground floor and outside area are accessible to wheelchair users.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Effective links enable consistency in care as staff and parents communicate using written and verbal methods. A prospectus gives comprehensive information about the nursery; notice boards and newsletters also provide information for parents. Feedback from parents state they are very happy; they receive good explanations about the nursery, such as a parent's evening when information is given about Montessori education. Children develop well, become independent and learn to share. There is an appropriate complaints procedure, although a log has not yet been set up in the event of any complaints being made in the future.

Parents whose children receive funding for nursery education can access information about the curriculum, for example, through a large display about the foundation stage with photos of activities to illustrate the learning areas. They are regularly updated about their children's progress.

Organisation

The organisation is good.

The thorough organisation enhances children's care, safety and education. The daily routine makes efficient use of time and resources. Policies and procedures provide an effective framework for the day-to-day running of the nursery. Thorough recruitment practice ensures that staff are appropriately vetted to ensure their suitability to work with children. A good staff ratio provides effective support to the children. Most of the staff hold a relevant qualification and there is a commitment to additional training.

Leadership and management are good. Staff are led by a manager who is supportive; additional help with administrative tasks increases her availability. Low staff turnover helps children to remain settled and feel secure. There are good arrangements for staff induction and appraisal and there are regular team meetings to develop the staff group. Planning, evaluation and assessment is effective throughout the setting. All staff are enthusiastic about their contribution to the nursery.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection the nursery was asked to ensure that the child protection procedure includes the action to be taken in the event of an allegation against a member of staff, that the staff induction checklist gives priority to child protection, that the medication policy is clearly worded, that the staff files are organised to show evidence of staff qualifications and the progress of checks and requests for references, that there is a comprehensive complaints procedure and an up to date prospectus for parents and that the displays in the nursery

demonstrate commitment to equality of opportunity. They were also asked to establish a system to record and review the risk assessments, to further develop the operational plan, include dated observations in the assessment of children over two years and establish systematic evaluation of the activities offered, and to make sure that the premises are secure at all times. All of these recommendations have been satisfactorily implemented.

At the last inspection of Nursery Education the nursery was asked to ensure that when the number of four-year-old children within the setting is low there are no missed opportunities to further develop their independence. This has been achieved as assessments of individual children are used to ensure that all their needs are met.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all acknowledgement of accident records signed by the parents are dated

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the systems to record the planning and the evaluation of the activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk