

# Lakeside Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY285675
<b>Inspection date</b>	18/02/2009
<b>Inspector</b>	Sheila Iwaskow

<b>Setting address</b>	C/o David Lloyd Leisure Club, Royal Crescent, Cheadle, Cheshire, SK8 3FL
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<b>Telephone number</b>	0161 491 6131
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Lakeside Day Nursery was re-registered in 2004 and is part of a national chain managed by Asquith Nurseries Limited. The provision is situated within the David Lloyd Leisure Centre on Royal Crescent, Cheadle. There is also a separate crèche for users of the leisure club. Children have access to an outdoor play area on the ground floor and an enclosed balcony area of the first floor. The nursery serves children who live in the local and surrounding area.

The facility is open from 07.30 until 18.00 Monday to Friday for 51 weeks of the year. The crèche is available each weekday from 09.00 until 17.00.

The nursery is registered to care for a maximum of 64 children at any one time. There are currently 51 children under five years on roll; of these 15 receive funding for nursery education. Children attend on a variety of placements. The provision is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. There are currently no children over five years registered at the nursery. The setting supports children with learning difficulties and disabilities and those who have English as an additional language.

There are 16 members of staff working directly with the children; of these, 12 hold an appropriate early years qualification. One member of staff has recently achieved Early Years Professional Status. The nursery receives support from Sure Start.

## Overall effectiveness of the early years provision

Overall the provision is good. Children make good progress towards the early learning goals and engage in independent, active learning in an enabling and inclusive environment. Activities provided are exciting and capture and sustain the interest of the children. Children's welfare needs are well met and the partnership that the nursery has established with parents is good. Key areas for further development centre on building on existing good practice by extending partnership with parents and linking with other providers of the Early Years Foundation Stage (EYFS).

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that children's progress towards the early learning goals is consistently tracked and work with parents to establish children's starting points with regard to learning and development
- develop links with other providers of the EYFS to ensure the continuity of care and learning for children.

## **The leadership and management of the early years provision**

There is clear structured management team within the nursery who are committed to providing a fully inclusive service for both children and their parents. Secure staff employment and vetting procedures ensure that all adults working with the children are suitable. A clear induction and appraisal system are in place and staff access relevant training to ensure that they have the knowledge and skills to work effectively with the children.

All the necessary records, policies and procedures are in place and followed by staff to ensure the smooth day-to-day running of the nursery. High priority is put on children's safety. Staff questioned at inspection have a secure understanding of the signs and symptoms of abuse and procedures to follow should they have a professional concern about a child. Effective risk assessments for both the premises and all outings have been conducted to minimise hazards to children. Entrances and exits to the premises are secure and a buzzer systems enables staff to monitor effectively who accesses the building. Extreme care is taken to ensure that only persons known to the nursery collect children at the end of the day. For example, a password is given by parents together with photographs of adults authorised by them to collect their children. Staff are well deployed and a key worker system operates within the setting . A named deputy is in place to take charge in the absence of the manager and a pool of supply staff, employed directly by the nursery, cover any staff shortages or illness.

A good self-evaluation, taking into consideration the views of staff, parents and outside agencies clearly identifies strengths and areas for development. For example, in light of the views expressed by parents regarding the food provided, the nursery commissioned a dietician to restructure the menus to ensure that meals provided are healthy, balanced and nutritious. All recommendations made at the last inspection have been fully met.

Parents are happy with the care their children receive. They are made to feel welcome and are well consulted. For example, questionnaires allow parents to express their views and a parents cluster group meets with the nursery staff regularly to discuss any issues and share ideas. Parents are encouraged to take an active part in children's learning. For example, planning is displayed, and children's assessments records are easily accessible to which parents are invited to contribute. Parents receive written reports regarding their children's progress and are invited to attend curriculum evenings and open days. However, there are no secure systems in place to ensure that parents are fully consulted about their children's starting points with regard to learning and development. The nursery manager has invited representatives from local schools to visit the nursery to ensure that children have a smooth transition from nursery to school life. However, links with other settings that young children attend have not yet been established.

## **The quality and standards of the early years provision**

Children are at the heart of everything that happens within the stimulating and enabling nursery environment. Examples of children's independent art work, numbers, letters and posters are beautifully displayed, giving children a strong sense of belonging within the nursery and creating a purposeful environment in which children are encouraged to learn. Continuous provision, covering all areas of learning is available in all play rooms and in most cases well resourced. This allows children to engage in independent learning to consolidate their knowledge and skills. Planning of the curriculum centres around the individual needs and interests of the child. Routines include a balance of child-led and adult-directed activities. Detailed observations are made of the children and collated in a book called 'My Incredible Learning Journey'. However, children's progress towards the early learning goals is not consistently tracked.

Good emphasis is put upon developing children's language and social skills. For example very young children happily sit together babbling as they shake rattles and look at the coloured water in plastic bottles. Older children enjoy sharing books together in the cosy book corner and listening intently to others at snack time as a recent visit to the pantomime is discussed. Children are able to follow simple instructions and are secure in the routines that operate within the nursery. Staff are kind, caring and skilfully maximise informal learning opportunities. For example, at snack time children are asked to identify the colour of different fruits and think about where they come from. Key questions are also mounted on displays to encourage children to develop their thinking skills. Children learn about shape as staff encourage them to make circles and squares with their arms and legs when playing outside. All children have daily access to physical play outdoors and staff have worked hard to use the space available to incorporate other areas of the curriculum.

Children learn to appreciate diversity as they celebrate cultural festivals, taste food from other countries and listen to staff talking to children in their home language. They enjoy exploring a wide range of natural resources and take an interest in their local environment. For example, after a recent snowfall children had lots of fun making foot prints in the snow and snowballs. These moments were recorded by children using a digital camera. Visits to the library and museum are popular activities with the children. The location of the nursery allows children to see and listen to the aeroplanes that fly overhead. A good range of role play opportunities are available to encourage children to develop their own ideas and thoughts.

Good standards of cleanliness are maintained throughout the nursery. Babies' individual routines are respected and independence skills are actively promoted from an early age as children are encouraged to feed themselves, turn off taps and manage their own personal care. Children are delightful and well behaved. Staff constantly praise children, which helps develop their confidence and self-esteem. Through the routines that operate within the nursery and visitors to the setting children learn about personal safety. For example, children wear high visibility jackets when out of the nursery building, practice fire drills on a regular basis and enjoy learning from fire-fighters what to do to keep themselves safe. The physical

environment takes into consideration children who may have a physical disability, with a lift in place to the first floor. Staff work closely with outside agencies and parents to provide a welcoming and inclusive environment for those with learning difficulties and disabilities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.