

Lakeview Children's Centre

Inspection report for early years provision

Unique reference number EY366674
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Inspector Cynthia Walker

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Type of setting Childcare on non-domestic premises

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

Lakeview Children's Nursery is privately owned. It was previously registered in 1999 and was registered with the present owner in 2007. The nursery operates from within a single storey building which is situated near to the town centres of both Foulridge and Colne. The premises have been purposely renovated to meet the needs of young children. There are three main areas accessible to the children. The Ducklings room provides a separate baby unit for children under the age of two years. The Ducks room accommodates children from two to three years of age and the Swans room provides a setting for children aged three to five years. Children also make use of the conservatory and several secure outdoor play areas. There is also a separate staff rest room, office area, kitchen and entrance hall. The nursery operates from Monday to Friday from 07.45 until 17.45 all year round excluding Christmas and bank holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 77 children may attend the nursery at any one time. There are currently 137 children aged from birth to under eight years on roll, some in part time places. The nursery currently supports children with learning difficulties and children with English as an additional language.

There are 25 staff employed at the nursery including the cook; of these 23 work with the children, of whom 20 hold appropriate early years qualifications to at least NVQ level 2 and two staff currently hold NVQ level 4. The setting provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time in the nursery and make good progress. The nursery provides effective learning opportunities to meet all the children's needs and efficiently promotes their welfare. Strong links with parents and carers enables the nursery to work in partnership in ensuring the needs of all children are met by valuing each child as a unique individual. There are appropriate systems in place to evaluate the provision for children's welfare, learning and development and plans for the future are clearly identified.

What steps need to be taken to improve provision further?

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

- review the methods for analysing all observations to ensure information identifies the children's future development and learning.

The leadership and management of the early years provision

The provider and staff work as a very effective team to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the setting is efficiently organised and promotes all aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. The policies and procedures are regularly reviewed and are reflected in practice, for example, behaviour. Effective appraisal systems ensure future training is highlighted and the nursery is strongly committed to the continued professional development of the staff team.

The nurseries development plan gives a clear indication of the targets and action needed for improvement particularly the improvement of the outdoor areas and is monitoring the effectiveness of the setting during discussions at regular staff meetings. Annual questionnaires give the parents and carers the opportunity to comment on the care and learning their children receive. This information is reviewed and displayed within the nursery and includes positive comments, such as, 'I am happy knowing how well they are looked after'. Detailed risk assessments which include daily checks ensure staff take effective action to eliminate and manage identified risks within the nursery. All staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers receive effective information about the nursery which includes copies of the policies and procedures. Displays throughout the nursery provide a welcoming environment and demonstrate the activities which their children have been involved in and provide useful information on their care and education. Regular newsletters ensure that information is regularly updated. Information about their children's progress is shared through the key worker system, daily diaries and planned access to their children's assessment records throughout the year. Parents and carers of older children have opportunity to attend parents evenings twice a year. There are opportunities for parents and carers to be involved in supporting their children's learning by commenting on the assessment files and on the weekly planning sheets.

The quality and standards of the early years provision

The staff team have a good knowledge of the learning and development requirements and are confident in helping children learn appropriately both in and out doors. Regular spontaneous and focussed observations are being completed which are included in the interesting assessment records that are enhanced by photographs of children's involvement in activities and examples of art work. Although information from focussed observations identify the children's future learning this practice is not reflected in the spontaneous observations which are completed more frequently. The key workers demonstrate a good understanding of children's individual learning and constructive use of weekly room meetings enables the key workers to discuss and ensure future planning suitably challenges individuals by the learning experiences provided. Planned activities reflect the

involvement of the parents and carers who are given the opportunity to contribute in their children's learning and development, for example, junk modelling was introduced as children had demonstrated an interest in the home. The provision of a balance of adult and child led activities enables children to have an enjoyable and challenging experience. The creative organisation of the nursery encourages purposeful play and exploration enabling children to make independent choices and be active in instigating their own play and learning.

Staff actively support children's learning and positively interact with children at activities. They motivate children as they encourage them to make marks as they write tickets whilst pretending to go on the train to London or discuss what ingredients they need to make a cake. Staff are sensitive to younger children's needs as they gently encourage them to participate in simple games and look at books. Children under two become animated as they see a member of staff with an armful of books and within minutes have organised themselves and sit avidly waiting for the story to begin as they clap their hands and chatter excitedly. Toddlers use their imagination in the home corner as they recreate experiences from home and older children confidently use language to explain that they are going to London to see the queen and visit an auntie. Older children confidently count to 12 as they pretend to make buns and produce interesting pictures as they develop their skills using the mouse on the computer. Children work co-operatively together in small groups to complete colourful large works of art combining collage materials and paint.

The nursery is committed to good quality care which actively promotes children's health and well being. They enjoy being active as they play outdoors and develop their physical skills as they carefully use balancing apparatus or skilfully manoeuvre the wheeled toys. They negotiate space as they chase around and catch bubbles whilst children under two develop their hand-eye co-ordination as they carefully move sand from a container using a small spoon. Mealtimes are an effective social occasion where discussions with staff encourage children to understand about healthy choices with what they eat and drink. Children develop an understanding of dangers and how to stay safe as they are encouraged not to run within the nursery. Staff value the diversity of individuals by including a 'talking pen' to support stories in other languages. Positive relationships have been established and children behave well in response to the effective responses from staff. Effective strategies used by staff include sensitive intervention to distract younger children at the sand pit and skilful encouragement for older children to play outdoors as they become boisterous.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration.

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.