

# Lake House Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY231487
<b>Inspection date</b>	03/08/2009
<b>Inspector</b>	Timothy Butcher
<b>Setting address</b>	2 Lake Road, Bristol, Avon, BS10 5HG
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<b>Email</b>	
<b>Type of setting</b>	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 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).

## Description of the setting

Lake House Nursery is privately-owned childcare on non-domestic premises. It operates from a converted residential property in Henleaze, Bristol. Children are grouped by age and they access play rooms and associated facilities on both floors. There are covered and open garden areas for outside play. The nursery is open from 08.00 to 17.45 each weekday and operates all year round, except for bank holidays.

The nursery is registered to care for 42 children within the early years age group, of these 21 may be under two years at any one time. There are currently 62 children on roll. Children may attend the nursery on a full-time or part-time basis. The setting receives funding for some free early education places. There are 15 members of staff who work with the children of these, one is a qualified teacher and nine hold a Level 3 qualification in early years. There are four members of staff who hold a Level 2 qualification in early years. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children strongly benefit from the warm interactions with the staff. Children make good progress in their learning and development because they are provided with well-targeted play activities. The individual needs of children are closely met because a secure partnership with parents exists. The general health and safety of children is promoted. The assessment of risk to children on outings lacks sufficient detail. There is a commitment to the continuous improvement of the provision leading to improved outcomes for children.

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

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

- review the risk assessments of outings to include greater detail
- provide further opportunities for children to find out about the uses of everyday technology and to use information and communication technology and programmable toys to support their learning
- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to more effectively use this information when identifying learning priorities for each child

## The leadership and management of the early years provision

The quality of the leadership and management is satisfactory. Basic written policies and procedures are in place, such as in regard to the general assessment of risk, the assessment of risk when children go on an outing and the complaints

procedure. These are sufficient to meet the general welfare requirements satisfactorily. Staff have a good understanding of their child safeguarding responsibilities in regard to the protection of children. A robust system is in place to check the suitability of staff and as a result children are safeguarded. A clear system of self-evaluation and monitoring ensures that actions are well targeted to bring about improvements for children. For example, there have been changes to the outside area and children are now able to more easily take their play outside in all weathers. Work is in progress to make it easier for children to self-select resources when outside. Plans are in place to also develop other areas of the garden further.

Partnerships with parents and carers are well established. The staff have a clear awareness of each child's background and uniqueness. A sound understanding of inclusive practice is held. Suitable steps are taken to overcome potential obstacles to children's learning should children with specific learning or other needs attend. Staff routinely use some basic sign language with younger children to aid communication. Flexible settling in procedures for children enable smooth introductions to the setting and give parents good opportunities to share information about their child. The progress children make is shared with parents through the learning diaries, informal discussions and through parent's evenings. The nursery values the views of parents, encourages their involvement and the sharing of information, for example, through the use of questionnaires. A caterpillar display encourages comments about children's interests from home to be shared. The nursery have established links with local schools to smooth transitions and to promote the continuity of care for children.

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

Children engage enthusiastically in a wide range of activities that are carefully planned, well resourced and thoughtfully presented. Comprehensive information about children's interests is gathered and used effectively to provide activities that maintain their fascination and interest. The learning environment is made interesting and accessible; and provides suitable challenges and variety for children in general. Children have positive attitudes to learning. Staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements and the skilled staff team confidently support children's development across each area of learning. Accurate observations are routinely made for each child and these provide good quality information for parents through the learning diaries. Planning processes are secure and children's progress is tracked well overall but sometimes the information is not linked together sufficiently well. As a result the focus on children's next steps in development is sometimes blurred. Free-flow activities encourage all children to exercise choice and to explore. Children equally enjoy taking their play and learning outside. Children benefit from access to the new all weather surface, however currently, the quality of planning for outside activities across each group is variable. All children enjoy the physical challenges presented such as through use of the balance beams. They develop their hand to eye coordination skills such as when throwing balls or rolling balls down the garden slope. Younger children scream with delight as they rock up and down on the sea-saw and spontaneously count

and sing as they do so.

The setting has very recently got more information communication technology resources. A plan is in place to develop the opportunities for children to use these. Staff consistently ask questions to develop older children's thinking, numeracy and communication skills. Babies enjoy the close physical contact with their key workers. A narrative is kept up with them to stimulate their responses and to develop their communication skills. They enjoy many creative activities, such as when they explore the textures of sand mixed with water with all of their bodies. Children enjoy story time and are well supported to grow in confidence when speaking to the group. They are encouraged to express themselves, their feelings and emotions.

Children are well supported to learn about keeping themselves safe and healthy. For example, younger children are reminded to hold on to the handrail when going down into the garden so that the transfer of children is managed safely. Children's specific dietary needs are suitably catered for. Children are suitably encouraged to develop self-care skills, such as when older children take themselves to the toilet and when younger ones are escorted. Staff are vigilant and ensure safety gates prevent children from entering areas unsupervised. Children strongly benefit from the warm and friendly approach from adults and from the good quality of interaction. Children respond well to the frequent praise and encouragement of staff and are provided with good role models.

## 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>	3
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?	3

### 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

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