

The Lakes Centre Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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*.

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Description of the setting

The Lakes Centre registered in 2004 and is owned by a limited company. It is located in the grounds of Sandy Lane Children's Centre in the Orford area of Warrington. The nursery operates from four rooms in a purpose-built building and shares the use of the sensory rooms with the adjoining nursery school. All children have access to secure enclosed outdoor play areas. The nursery is open each week day from 8.00am to 6.00pm for 51 weeks of the year.

A maximum of 75 children in the early years age range may attend the nursery at any one time and there are currently 84 children on roll. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register.

There are 21 members of staff who work directly with the children. Of these, the manager has National Vocational Qualification to level 4 and is studying for an Early Years Degree and is on the Early Years Professional Status pathway; 15 members have National Vocational Qualifications to Level 3, three have Level 2 and one has Level 6 Honours Degree in Early Years and is studying for a Masters Degree in Play Therapy. One member is currently working towards a recognised Level 3 qualification. The nursery receives support from a qualified teacher, an Early Years consultant and an additional specialist when required.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded. The setting's highly stimulating and challenging environment enables children to develop independent, active learning as they have fun. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children make excellent progress within their individual learning journey, which is imaginatively shared through excellent partnerships with parents and carers. The staff are very professional and show high levels of commitment as they aspire to maintain the highest possible standards of care and education. The nursery continuously improves through well developed rigorous self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- draw on the full range of quality improvement tools available to further support the continuous improvement of the setting.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the nursery. The safeguarding, complaints and emergency procedures are robust and known to all staff. Rigorous staff recruitment, employment and induction procedures are in place to protect children. Staff complete daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed, to ensure children's safety. Staff are highly motivated and management consistently aspire to maintain high quality care and education for children. For example, self-evaluation includes future plans to gain quality assurance accreditation for their provision. The focus of staff on promoting children's welfare and helping all to make outstanding progress. For example, the introduction of 'Every child a talker' has strengthened children's speaking and listening skills. Staff regularly evaluate the outcomes for children to ensure that the service continues to effectively improve.

Staff are well qualified and experienced, and annual appraisal systems are in place to support staff and identify future training needs. Staff work effectively as a team because they feel valued, supported and involved within the nursery. They show a commitment towards their involvement in self-evaluation and take action in order to bring about improvement. Records, policies and procedures are superbly organised and are highly effective in supporting the service. The partnership with parents and carers is superb. Each child's key person works closely with parents and carers to secure a good understanding of each child's needs. The setting supports families and children with special educational needs and/or disabilities exceptionally well to ensure specific needs are met. Parents and carers of all children are included in what their child is doing, and are encouraged to continue this at home so that they too can enjoy seeing their child develop. The provider liaises effectively with other settings and carers to ensure the progression and continuity of learning supports the transition of children as they move on to school.

The quality and standards of the early years provision and outcomes for children

Staff organise the space, resources and outdoor experiences with great skill. The daily records kept of children's progress ensure that the six areas of learning capture children's interests. Consequently children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. Routines are consistently used and applied so that all children feel secure, confident and at home. They make significant gains in their learning and development and achievement is excellent in relation to individual starting points. Staff focus on children's personal, social and emotional development. There is an emphasis on self-esteem. Children take pride in themselves and show consideration for all others. For example, children use Makaton to communicate with each other. Staff make great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play

cooperatively. An excellent range of resources is used well to enhance children's communication, language and literacy skills. Children really benefit from the outdoor areas; they play, view the gardens, grow vegetables and enjoy the environment around them. They also enjoy going for walks into the community and visit places of interest, such as the local library.

Children's creative and physical skills, their problem solving skills and their understanding of the world develop well as they engage in a variety of activities suitable for their age and stage of development. For example, they count the ladybirds they have collected from the various flowers and herbs. Most of the older children are competent in recognising numbers and letters. They view their names and observe labels and print pointing out the letters that represent words. All children enjoy and have great fun engaging in water play, sand, painting, and planting flowers. They select and explore the sounds of musical instruments from other cultures and countries. Children are involved fully in all aspects of an activity from start to finish and the staff take every opportunity to explain why something happens or how it works.

Children's welfare is promoted to a consistently high level. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through activities, discussions and practising emergency evacuations of the building. The nursery promotes healthy eating and provides children with an understanding of what is good for them, through offering healthy snacks. They clean their teeth after lunch and enjoy the relaxing activity of yoga. Children celebrate different festivals and enjoy the visits from other people from within the community. They are encouraged to recycle items and engage in conversations on how this helps the environment. The setting focuses upon emotional and physical health, and cultural diversity, as they embrace and welcome everyone into a wholly inclusive environment. As a result, children exhibit excellent skills. They know how to act safely indoors and outdoors, make healthy eating choices and adopt good personal hygiene.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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