



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY231487

DfES Number: 524154

### INSPECTION DETAILS

Inspection Date 11/01/2005  
Inspector Name Kay Roberts

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Lake House Nursery  
Setting Address 2 Lake Road  
Bristol  
Avon  
BS10 5HG

### REGISTERED PROVIDER DETAILS

Name Lake House Nursery

### ORGANISATION DETAILS

Name Lake House Nursery  
Address 2 Lake Road  
Bristol  
Avon  
BS10 5HG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Lake House Nursery is a well- established nursery in a residential area of north Bristol.

The nursery is located on the corner of Lake Road and Southmead Road. Entrance to the premises is in Lake Road. The nursery serves both the local community and people who commute to Bristol for work.

The nursery operates all year round, excluding bank holidays, Monday to Friday from 08.00 to 17.45 hours.

The nursery is accommodated in a converted residential property on two floors. The ground floor is predominantly allocated to children two to five years of age. The first floor provides play and sleep space for children under two years. However, children under two years of age also use the rooms and resources on the ground floor. There is an outside play area, and a garden. The nursery is within easy access to a number of interesting walks.

Children may attend the nursery on a full- or part-time basis. There are currently thirty-five children on the register, of these there are two funded four-year-olds and seven funded-three-year olds. No children have English as an additional language or special educational needs.

The proprietor employs a manager, Montessori trained teacher and seven other members of staff who work directly with children, five of whom have a relevant child care qualification. Once a week a French teacher works with the children over three years old. Advice on education provision is received from the Early Years Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Lake House Nursery provides a warm and welcoming environment within which children are making very good progress towards the early learning goals.

Teaching is very good. Staff have undertaken extensive training about the Foundation Stage and are knowledgeable about the stepping stones towards the early learning goals. The partnership between the traditional English nursery education and Montessori philosophy works well to provide children with a balanced curriculum. Planning for both educational provisions takes into consideration children's individual needs, although when the number of four-year-olds is low, they are not always consistently challenged. Staff offer a broad range of topics and follow through on children's interests. Staff have a proactive approach to behaviour management. They provide a calm environment, set clear guidelines and offer lots of praise for wanted behaviour. Time is well managed. Children are not rushed and during any waiting period children are occupied with a nursery rhyme. The well-presented, clean resources, which cover all aspects of development, are readily accessible to children. Assessments relate directly to the stepping stones and are regularly updated.

Management and leadership are very good. The proprietor is actively involved in the nursery and has a clear vision for the future. Nursery education is effectively monitored and there is a strong commitment to improving the quality of education for all children.

The partnership with parents is very good. Parents are provided with good quality information about the setting and well informed of children's achievements and progress. They are encouraged to share what they know about their child and to be involved in their child's learning, such as taking Sebastian bear on holiday.

### What is being done well?

- All children are making very good progress towards the early learning goals. They are confident, curious, sociable, imaginative and becoming physically adept.
- Staff ensure that the partnership between the traditional English nursery education and Montessori philosophy works well to provide children with a balanced curriculum.
- Staff follow through on children's interests and planning takes into consideration children's individual needs.
- Staff provide a calm environment, set clear guidelines and offer lots of praise for wanted behaviour.

- Management and leadership are very good and there is a clear vision for the future.
- Staff have a very good partnership with parents, who are provided with quality information about the setting and kept well informed about children's progress.

#### **What needs to be improved?**

- opportunities for four-year-olds to develop further independence, even when the number of four-year-olds within the nursery is low.

#### **What has improved since the last inspection?**

At the last inspection on 23 February 2001 Lake House Nursery agreed to address three key issues. The first key issue was to adjust the balance of adult-directed and child-initiated activities so that children can choose activities and resources more freely, and have better access to imaginative play situations in which they can practise skills such as writing for a purpose, inventing their own stories, and developing social skills. The second key issue had a similar focus as staff were to offer more opportunities for children to use media such as paint, malleable materials, imaginative play and music to express their ideas and feelings freely. Very good progress has been made against these key issues. Children are able to choose from an extensive range of activities on a daily basis. This includes access to various media and imaginative play, when children often play together or on a parallel basis. Children are able to express their own feelings and ideas. There are good daily opportunities for children to attempt informal mark making.

The third key issue agreed was to extend the good information already given to parents and carers to include the Foundation Stage and early learning goals. Very good progress has also been made against this key issue. Parents are provided with detailed written information about the early learning goals and how they can assist children with mathematical development and communication, language and literacy in the Foundation Stage.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their main carer with confidence. They have good concentration skills, are curious and able to express their needs. Children seek out others to share experiences and form friendships within the group. Increasing independence is shown with regard to personal care, selecting and carrying out activities. Children are aware of the boundaries, they are polite, well behaved, able to share and assume responsibility for tidying up after themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use talk to make simple statements and four-year-olds are beginning to provide explanations about why things happen. They participate in singing their favourite rhymes and listen intently to stories, joining in with repeated refrains. Books are treated with respect. Children show an interest in letters of the alphabet and are beginning to link sounds to letters. Some four-year-olds recognise their name in print and ascribe meaning to marks made on paper.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and counting. They can count up to ten and recognise the written numerals. Children are able to appropriately separate groups of objects and to calculate simple addition and subtraction. Language is used to describe size, pattern and shape. Children complete simple puzzles and four-year-olds are beginning to attempt problem solving. They are learning to instruct programmable toys such as a calculator and computer.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore objects which they are able to sort by function. They are curious about why things happen and how things work, and realise tools have a purpose. Children are learning about the diverse society in which we live, and the location of different countries through activities such as sponsorship of a nursery in Gambia and taking Sebastian bear on holiday. They are interested in the natural world and comment on insects, plants and animals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show an awareness of space as they participate in action rhymes and run around within a confined area. They confidently use the climbing frame, and show increasing control when peddling tricycles and kicking a ball. Children have a good sense of balance. They transport and store equipment safely. Fine motor skills are demonstrated as children engage in activities requiring hand-eye co-ordination. The daily routine and specific activities help children understand health issues.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children know the primary colours. They are aware of their senses and respond to what they see, hear, feel, smell and taste. Children participate in singing their favourite rhymes such as 'Twinkle, Twinkle, Little Star' and occasionally some children sing to themselves. They can name some musical instruments. Children explore the sounds different musical instruments make and are beginning to beat out simple rhythms. In their imaginary world they play alongside others engaged in the same theme.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- 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.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*