

# Lakehouse Nursery

Inspection report for early years provision

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**Inspection date**

13/04/2011

**Inspector**

Susan Harvey

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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*.

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.

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## **Description of the setting**

Lakehouse Nursery was registered in 2010. It operates from a converted house that overlooks the lake grounds in Portishead, North Somerset. Children have access to an enclosed outdoor play area. The nursery serves children living within the local community and surrounding areas. The nursery is open each weekday from 7.30am to 6.30pm, 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 56 children may attend the nursery at any one time. There are currently 64 children aged from five months to under five years on roll, some in part-time places. There are 15 members of staff, of whom all hold early years qualifications to at least level 3. One member of staff has achieved Early Years Professional Status. The nursery provides free early years education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is Lakehouse Nursery's first inspection since registration; good quality standards are established already. The nursery environment is stimulating with resources used exceptionally well. The working practice of all staff is inclusive. The self-evaluation system needs further development but the nursery has a good capacity to maintain improvement owing to the determination of well-motivated staff. Outcomes for children are good overall, whilst children make exceptionally quick progress in learning about healthy lifestyles and safety issues because of the high expectation from management that all children deserve quality care and education. Babies and children are happy and motivated to learn; they are very independent and have a sense of pride in the work that they do.

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

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

- develop further the system for ongoing self-evaluation that covers all aspects of welfare and learning and takes into account the views of children, staff and parents, in order to further improve outcomes for children.

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

At Lakehouse Nursery all adults are qualified and cleared as being suitable to work with children. Staff demonstrate a high level of commitment to promoting children's understanding of safety. Arrangements for safeguarding are carefully

managed and understood by those who work with the children. The environment in which children are cared for and educated is safe and supportive. They are taught how to be safety conscious and show a strong understanding of how to keep themselves safe. The management in the nursery have clear aspirations to provide quality care through rigorous appointment procedures.

The nursery is dedicated to working in partnership with others and takes an active role in making contact, particularly with local school links, by regularly attending a provider network group. The nursery staff have a good relationship with all groups of parents; this has a positive outcome for children. Parents are very well informed about all aspects of their children's achievements, well-being and development. When asked, parents comment that they are extremely happy with the care provided. All say that they like the staff enthusiasm and passion and that they maximise their time and care to the full benefit of the children. The nursery management places a great deal of importance on ensuring that children are well settled. Because of this, children have the opportunity to spend time with others before they start, which helps them feel secure in their surroundings. All staff promote equality actively and very effectively. This helps ensure that all children are well integrated into the setting.

Staff make exceptionally good use of resources to fully support the needs of all children. Each child has access to an exceptionally good range of quality toys and equipment that cater effectively for their individual learning needs. The self-evaluation system in place has identified some areas for improvement, which has already improved some outcomes for children since the nursery registered. This includes employing fully qualified and motivated staff using a robust recruitment system and regular in-house training events such as for child protection, and external training. An example of this is the staff attendance at an early year's conference. However, the evaluation system needs further development in order to take more account of the views of children, staff and parents, so that the clear aspirations for improvement in the nursery can be realised. There is a good level of expectation from staff to set high standards of care and learning for each child and a belief in the nursery's success because ambition is embedded well.

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

There is already evidence to demonstrate the good progress children are making. Their individual development is consistently monitored by accurate observations. These feed into planning which is closely linked to the particular starting points of children's learning patterns. This happens through the careful attention given to children when they begin in the nursery. Because of this routine, children establish trusting relationships with staff, which aids with their learning. Children's achievements are supported with evidence that is clearly recorded by staff in their individual learning diaries. The evidence shows that children succeed and their individual interests are identified accurately and frequently used in the planning. Staff know the children well through the comprehensive 'starting point' system and the time taken to settle children in. All staff have a good understanding of the

Early Years Foundation Stage regulations and requirements; this underpins the good progress children make given their starting points and capabilities. Staff have a firm understanding of the early learning goals which enables children's 'next steps' to be identified.

Children and babies are very motivated to learn through accessing a range of stimulating toys and equipment. The impressive range of resources available to children and babies gives them the initiative to learn through play. Young children love to mix a concoction of shaving foam, cornflakes and flour in mixing bowls to experience different textures, for example. Babies are exposed to a wide range of treasure boxes to enhance their senses and develop hand dexterity such as by using a basket containing a collection of objects all of which roll along at different speeds according to size. Pre-school children excitedly hunt for 'treasure' in the garden. They follow this activity through by pretending to be at sea in the garden pirate boat and then creating a treasure map authentically stained with cold tea. The finished map is proudly displayed on the wall of the pre-school room for all to see. Children have access to programmable toys and computers, which increases their knowledge of information and communications technology. Children love listening to stories and good quality books are readily available in all rooms for them to use freely. This all helps them to gain useful skills for their future lives.

Children clearly show a strong awareness of themselves in relation to their place in the nursery. They are well equipped with fundamental skills that can be used to extend their learning, such as visits to the post office to post letters and to the vets so that the nursery rabbits have a health check. Children know the routine of the day very well and are introduced to new opportunities to assist with their learning through play. They are able to make informed decisions for themselves. An example of this is by deciding for themselves when they need a drink or sleep and when to go out-of-doors.

In this nursery, outside play is more than extension to children's learning; it is central to their development. They are able to explore; they climb low hanging branches of trees, climb over logs and shelter in the wicker wigwams scattered around the garden. Children are inquisitive about nature and the world around them. The laminated cards hanging on the garden fence relate to the birds in the garden; these increase children's knowledge of nature. The nursery rabbits are cared for lovingly by the children; they are fed each day with carrots and taken to the vet for injections.

Children make excellent progress in learning about healthy lifestyles. Babies and children enjoy being out in the fresh air. They regularly take local walks around the nursery, along the promenade and in the nearby park. As a result, they are part of the local community routine. Through an excellent set of hygiene standards followed by staff members, children learn about preventing the spread of infection. There are very well developed nappy changing routines. Older children follow a photographic time line of themselves reminding them of the correct way to wash and dry their hands, so they quickly learn to manage their personal hygiene needs. Wholesome, freshly cooked meals are provided on the premises; children have good appetites and thoroughly enjoy the varied menu. Children show an exceptionally strong sense of security and feel extremely safe within the setting.

Babies particularly, are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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

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

Met