

Lake View Nursery Ltd

Thorn Business Park, Rotherwas, Hereford, Herefordshire, HR2 6JT

Inspection date

Previous inspection date

27/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are provided with a warm and welcoming environment where resources are easily accessible and cover most areas of learning.
- Children enjoy daily outdoor play in a well-resourced and interesting environment that supports their all-round development.
- Children are safeguarded because all staff demonstrate a sound knowledge and understanding of their roles and responsibilities for child protection.
- Children are happy, confident and well cared for because they have formed positive relationships with all staff.

It is not yet good because

- Observation and assessment of individual children's learning and development is not rigorous enough to ensure that the next steps in their learning are consistently identified to better promote their good progress through consistent levels of challenge.
- The exchange of information within the setting and with other providers about children's development and interests is not fully effective. This hinders opportunities for all those involved in children's care and learning to offer a consistent and complementary approach.
- Parents are not encouraged to review, or add to, their children's learning journal on a regular basis; consequently, opportunities for parents to share information and consolidate their child's learning and development at home are not fully promoted.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the day and held professional discussions with the registered person.
The inspector looked at the children's learning records, planning documentation,
- evidence of suitability of staff working within the setting, a selection of policies and procedures, and a range of other documentation.
- The inspector spoke with the deputy manager, childcare staff and children throughout the inspection.

Inspector

Tina Smith

Full Report

Information about the setting

Lake View Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the grounds of the Thorn Business Park near to the centre of Hereford and is privately owned. The nursery serves the local area and is accessible to all. There is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including four with Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 104 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from observations and assessments of children's learning to identify, and plan for, the next steps in learning for each child, so that they make better than satisfactory progress.

To further improve the quality of the early years provision the provider should:

- consider ways to further share information both within the setting when a child changes rooms, and with other providers when children attend more than one setting, so that children's learning is complemented and supported in all settings
- encourage parents to review and add to their children's learning journal, for example, by making them accessible to all parents in all rooms.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. Appropriate levels of support are provided to ensure children have opportunities to make steady progress in their learning and development,

taking into account their starting points, how often they attend and the length of time they have been attending. The nursery plans play around children's individual interests, for example, the water tray is filled ready to be explored and the trucks and cars are ready for use.

The nursery gathers information from parents on induction about their children's interests, care needs and routines. This information is used to plan purposeful play. Staff regularly observe and assess where children are in their learning and development and these are beginning to be linked to the Development matters in the Early Years Foundation Stage guidance. However, these observations and assessments are not rigorous enough to ensure that the next steps in the children's learning are consistently identified, to better promote their good progress through consistent levels of challenge. Each child has a learning journal; these contain photographic evidence of the children's learning as well as pieces of the children's work. However, parents are not encouraged to regularly look and add to them. Consequently, information is not consistently shared to help support and consolidate children's learning from home. The nursery is completing the required review of each child's progress that must be completed when a child is aged two and parents are asked to contribute to this.

Children enjoy their time at the nursery and quickly become involved in the activities available to them. Very young children play with developmentally appropriate toys and resources, which aid their learning and development. They explore treasure boxes containing natural resources, happily investigating different textures, both hard and soft as well as rough and smooth. Children are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, children practise for sports day, carefully balancing small balls on very large spoons as they run. Young children express their creativity as they paint a selection of boxes. They enjoy making marks as they independently access a selection of pens, chinks and paints, both inside and outside. However, some planned activities are not always stage-appropriate as planning sometimes focuses more on the resources than individual children's next steps in learning. For example, some role-play activities provided for children aged under two years are not developmentally appropriate to support children's progress. Older children play with a selection of number, matching and sorting games. Children are gaining confidence in using numbers in their play and throughout the day. For example, they count how many items go back in the box and at mealtimes, they count how many cups and places are required at the table. Children enjoy learning about space and measure as they excitedly fill and empty different sized trucks with sand, pushing them along before emptying the sand on the grass.

Pre-school children are developing a good understanding of the world around them. They grow vegetables in the vegetable garden, as well as tending to the nursery's pet chickens, which they have to feed and water every day. Staff promote children's communication skills as they talk to them throughout the day. For example, when watering the vegetables a child asks for the sprinklers to be turned on. To stimulate meaningful conversation a staff member asks, 'does it need more water?' This interaction challenges children's thinking as well as promoting their communication skills, self-confidence and self-esteem. These are all skills which help prepare them in readiness for school.

Babies are cared for in a separate area and consequently they are able to safely play and sleep peacefully. They have space to roll and crawl; staff spend one to one time with them and are able to effectively support their drive to stand and walk. They confidently approach staff for cuddles, support and reassurance. This genuine, warm responsive reaction raises the babies' confidence and contributes to their overall well-being.

Children's physical development is encouraged both indoors and out. They enjoy playing in a very well-resourced outdoor area, where they can dig and plant. They can fill and empty containers with sand and water as well as having the opportunity to use large push-along toys and bikes. Inside they make movements to song as well as making their own music from a variety of instruments.

The contribution of the early years provision to the well-being of children

Key aspects of children's well-being are sound. The environment is well resourced, warm and welcoming. The key person system helps to promote children's well-being and independence. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle or reassurance. They are confident and enjoy trying new experiences and happily investigate their play. Staff seek relevant information from parents when children start at the nursery. They do this through written information, settling-in visits and discussion with parents. Parents are also invited to attend stay and play sessions. As a result, children settle well. However, the transition for children between rooms is less secure. Staff have yet to consider ways to make sure that information on the individual child's learning and development is shared with children's new key person so that there is a smooth transition and a consistent and complementary approach to the children's learning.

Children's health is promoted because the nursery follows appropriate hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, children wash their hands, hang up their coat, and attempt to put their shoes on the correct feet. The nursery has an onsite cook who prepares daily healthy meals, such as cottage pie and crumble for lunch. Children gather in their age groups at mealtimes, with staff eating with them. This type of organisation promotes an atmosphere of social interaction where children and staff sit together happily chatting about their day.

Children behave well because staff are positive role models, giving clear guidance to what is expected. Children happily play together, share and work as a team. For example, when tending the chickens, some children hold open the lid, while others check there are no chickens left inside. Children are beginning to learn about their own safety. For example, they are reminded not to run on the wet surface in case they slip and to pick up the toys so no-one trips over them.

Staff give careful consideration to preparing children for school, particularly in terms of encouraging the children to be independent, to share and to be kind. The nursery understands the importance of aiding a smooth transition to school and has systems in

place to do so, but this is in the early stages of development due to the nursery being recently opened. They are aware of the benefit of completing transition records to pass on information about children's learning and development. In future they intend to invite the reception teachers into the nursery so that they can see the children in their own environment and to discuss their individual needs. This will ensure the transition between nursery and school is a positive experience for the children.

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

Staff have a satisfactory understanding of the learning and development requirements. They plan play around the children's interests and this enables them to make suitable progress in their learning. Partnerships with parents are generally good with the key person spending time at the beginning and end of the day discussing their child's achievements. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities. However, children's learning journal records are not easily assessable to parents so they can fully share in and consolidate their children's learning. Parents receive regular newsletter and the nursery is considering hosting monthly activity mornings to better promote parental partnerships.

Partnerships with other providers are developing; however, these are not yet fully effective in ensuring a robust exchange of information takes place about children's learning, development and interest. This hinders opportunities for all those involved in children's care and learning to offer a consistent and complementary approach.

The nursery staff have a clear understanding of the safeguarding procedures and know how to protect children in their care. All staff have completed child protection training and all the required policies and procedures are in place. Children are protected in the event of having an accident or being ill. This is because all staff have current first aid certificates and, therefore, are up-to-date in the knowledge and skills needed to deal with these instances. There are effective systems in place to show that staff are suitable to work with children, and this ensures all staff who are employed are checked with regard to experience, qualifications and suitability. The nursery has written risk assessments which are regularly reviewed. Therefore, children are cared for in a safe environment.

The nursery is suitably led by the registered person and deputy who are keen to promote continual improvement and lead the nursery forward. They understand the need to evaluate their practice and the importance of monitoring the educational programme. They have created a folder in which they set targets to improve, for example, the planning and assessment process. Staff are encouraged to contribute and they are considering ways to ensure that parents' views and ideas are also sought. The registered person has completed staff settling-in appraisals to ensure any under-performance issues are addressed. The team have regular staff meetings, where they review their policies and procedures. The registered person is keen to ensure that all policies and procedures are embedded into their practice. The nursery seeks and welcomes advice and support from other professionals, including the local authority, and implements changes that are suggested to improve their practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY454697
Local authority	Herefordshire
Inspection number	900173
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	107
Name of provider	Lake View Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07885436678

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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