

# Lakeside Day Nursery

C/o David Lloyd Leisure Club, Royal Crescent, Cheadle, Cheshire, SK8 3FL

## Inspection date

12/07/2013

Previous inspection date

18/02/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

- Staff regularly observe children and are aware of their likes and dislikes. Staff plan activities according to children's interests, so that they are engaged in their learning.
- Staff have a satisfactory knowledge of the Early Years Foundation Stage and plan activities which support children to make steady progress towards the early learning goals.
- Partnership working with parents and other professionals contributes well in effectively supporting children's needs.
- Staff have a secure knowledge of safeguarding. Risk assessments and daily safety sweeps support identification of potential risks. As a result, children are safe.

### It is not yet good because

- Staff do not consistently follow a child's lead or respond to their emerging needs and interests in order to provide sufficient challenge for children.
- Routines in the pre-school room are very structured and do not always allow children freedom of choice and the opportunity to initiate and extend their own play.
- Staff move between rooms as they come on shift in the morning and do not always fully consider children's care needs to enable supportive 'handovers'.
- Outdoor resources do not offer the same learning opportunities as indoors and enable children to extend their learning.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they support quality outcomes for children.

## **Inspector**

Elisia Lee

## Full Report

### Information about the setting

Lakeside Day Nursery was re-registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the David Lloyd Leisure Centre in Cheadle, Cheshire, and is part of a national chain managed by Asquith Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor, and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, 11 hold qualifications at level 3 and two are unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 36 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

### What the setting needs to do to improve further

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

- provide more challenge for children, for example, by responding more quickly to their emerging needs and interests, and guiding them to think and find out more through improving the quality of staff questioning and interaction
- improve the balance of play and activities during the day so that structured routines do not affect children's freedom of choice, particularly in the pre-school room.

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

- provide more sensitive support for children during staff changeovers to better consider children's feelings of security and well-being
- provide more resources in the outdoor area to enable children to choose, initiate play and extend their learning.

## Inspection judgements

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

Staff have a satisfactory understanding of the Early Years Foundation Stage and use this knowledge to plan activities which broadly support children in their learning and development and their readiness for school. Staff plan activities that are based on children's interests, which means that children engage in learning. Regular observations are undertaken of children while they play, which informs staff of their likes and dislikes. Staff undertake assessments of children's progress. For example, they complete summaries of learning every 12 weeks, complete documentation which supports the progress check at age two, and complete summaries of learning when children move into full-time education. However, the quality of teaching and learning is not yet good as staff do not always follow the lead of the child or provide appropriate challenge for them throughout different aspects of the day.

Educational programmes cover the seven areas of learning and support children as they move towards the early learning goals. Focused activities support children in their learning and development. For example, pre-school children take part in a phonic session where they explore the letter 's'. They write the letter on paper, identify the letter by using stencils and identify objects that begin with 's' in the pre-school room. Children are confident speakers and make their needs known. Younger children make their needs known by pointing to objects or explore using early language skills to communicate with staff. Children have opportunities to try out their mark-making and writing skills. For example, younger children draw patterns in dry sand, older children make patterns in play dough, and pre-school children are encouraged to write their name using a brush and water on a blackboard. Children are beginning to recognise shape by using resources, such as jigsaws and construction sets. These activities provide appropriate support to enhance children's problem-solving skills. Staff support children's understanding of the world by celebrating a range of different cultural festivals where children taste food from around the world and make creative artwork. Staff provide opportunities for children to build their independence. For example, older children are encouraged to use cutlery appropriately and self-serve their food at lunch. Resources are age appropriate and engage children in learning. For example, the baby room contains resources which allow babies to explore and learn through using their senses.

The majority of children are interested in learning and are active learners. However, staff can stick rigidly to set routines and do not always pick up on cues from children when they have had enough of doing a set activity or express their desire to play with something different. For example, the pre-school physical education session is intended to support children as they prepare for school, but staff are very prescriptive and do not always acknowledge children's needs. For example, staff discuss heart rate and the importance of warming the body up with children, but children play on bikes or use a crawling tunnel on the floor and are disinterested in listening to the key message that underpins the activity. These rigid routines limit children's freedom of choice and the opportunity to initiate their own play. Children sometimes lose interest in what they are doing because the resources do not always challenge them. Staff do not consistently promote further thinking and

develop children's language by posing questions or asking children to undertake challenging tasks.

Staff are committed to developing their knowledge further and undertake opportunities to refresh their knowledge and develop their awareness through attending training, attending network meetings, liaising with quality assurance managers and advisors from the local authority. Children who speak English as an additional language are supported through partnership working with parents who provide keywords and by using a range of dual language posters throughout the nursery. In addition, staff celebrate children's additional and home languages through having displays in each room which identify which languages are spoken in each room.

Parents are involved in children's learning through commenting in home link books, undertaking observations at home, attending open days and attending a parents' evening each year. Staff complete baseline assessments when children start at the nursery and ask for parent contributions so that they can build up a knowledge of children's individual needs. This shows that staff are aware of the importance of parents being a child's first educator and give high regard to parent partnerships. Feedback from parents during the inspection was that they felt informed of their child's progress and felt they could openly speak with staff about any concerns or queries they may have with their child's learning.

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

Children are generally happy and settled in the nursery, exhibiting warm and caring relationships with staff members. However, there is some lack of continuity of care as staff move into different rooms throughout the morning to accommodate different shift patterns. They do not always consider younger children's feelings of security and their emotional well-being. Consequently, children occasionally become upset because they are not given enough time to adjust to one member of staff leaving the room and being replaced by another. Older children invite adults to join them in their play, which shows that attachments between older children and staff are secure. There is an effective key person system in place, and children are placed into key groups so that they can receive focused group time with their key person. In addition, a second key person is in place should staff be absent. Staff are effective role models and show children how to use different resources. For example, they build train tracks with children while they sit on the floor and support learning. Generally, children behave well in the nursery; they listen to staff and play cooperatively with their peers. In addition, positive behaviour support strategies are used, such as consistent praise and sticker charts.

Children are observed well by staff and stay safe as they are cared for in a safe environment. Written risk assessments and daily safety sweeps are undertaken to help identify hazards and minimise risks. Children are learning about safety through taking part in regular fire drills and discussing appropriate use of tools, such as cutlery and scissors. Children are confident and happy in their surroundings, speaking with staff, sharing resources, playing with their peers and taking part in routines, such as helping staff count all the children before they leave the confines of the nursery to use the facilities at the on-site leisure club. Resources generally support all areas of learning. However, there are less

resources in the outdoor areas than indoors, and these do not offer children sufficient opportunities to choose, initiate play and extend their learning.

Children learn about healthy lifestyles through walks in the local environment, music and movement sessions, and eating healthy food. Outdoor play space is limited and so is predominantly used for younger children. Older children use the facilities at the on-site leisure club, such as tennis courts and a dance studio. However, this is only possible when facilities are not in use by club members and can have a detrimental effect on children's learning and access to the outdoors if areas are being used. Food is freshly prepared daily on the premises and includes healthy options. Staff use a colour-coded system to ensure that children receive the correct diet relating to a cultural preference or a dietary requirement. Younger children are able to explore food through the weaning stage as meals are prepared which are age and stage appropriate. Menu choices include roast turkey dinner, fruity chicken curry and red pepper soup. Children develop their self-care skills through getting themselves a drink, getting changed and washing their hands at appropriate times throughout the day.

Children are prepared for change and transitions as systems support them in being prepared for the next stage in their learning. For example, each child's key person meets with other staff members, as children move between rooms. Teachers are invited into nursery to observe children at play, and staff complete summaries of learning for each child, which ensures that all carers are aware of children's current developmental needs.

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

This inspection has been prioritised by Ofsted due to a concern raised about the care practices in place after a child had bumped their head due to a fall. Discussions with the management team during the inspection found that at the time of the incident staff were in correct ratio and appropriate equipment was being used. Documentation shows how staff recorded the incident, spoke with parents and monitored the child every 15 minutes. This is good practice as it allows staff to identify changes in children after an accident. The concern has been discussed as part of a staff meeting, the setting has received support from the nursery chain safety advisor and the manager has monitored accident 'hot spots' to ascertain if any changes are required in the environment to minimise risk further. During the inspection, children were well supervised.

Children are safeguarded and well protected in the setting because staff have a secure knowledge of the safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Children are well supervised, and the staff are vigilant in ensuring that children stay safe. For example, they undertake daily safety sweeps of the outdoor area before children go outside to play, and consider risks. Written risk assessments are in place and are regularly reviewed to ensure that they identify potential hazards and minimise risks. When children use facilities of the on-site leisure club, staff ensure that they take parent contact numbers and a nursery mobile phone, and carry a risk assessment file for each area. In addition, the nursery keeps thorough records of

accidents, medication and attendance to further protect children and promote their welfare.

Staff have a satisfactory knowledge of how to support children in their learning and development. The environment is set up to care for children over four age-designated rooms. This means that in the main resources and activities are age appropriate. Regular staff meetings are held and the manager oversees learning programmes to ensure children needs are being met as they move towards the early learning goals. At the time of the inspection the manager, deputy manager and pre-school room leader are all new to post. Children are provided with developmentally appropriate learning opportunities and are making satisfactory progress in their learning and development.

Self-evaluative practice is in place which identifies strengths, weaknesses and priorities for improvement. For example, staff are currently considering how to further develop links with other providers, use letters and sounds more frequently to develop children's language skills and develop the use of peer observations further so staff can learn from one another. The views of staff and parents are taken into account through staff meetings and parent questionnaires. There are effective systems in place for selection and recruitment of staff. Nursery management are supportive of staff's continued professional development, and the nursery chain provides opportunities for continued development through their mentoring programme. This allows staff from other nurseries to visit and discuss best practice and ideas for further development. Performance management systems are in place which support staff; for example, regular appraisals and staff meetings.

Staff work well with other professionals and seek advice as appropriate to provide suitable interventions to support children's needs. For example, staff liaise with the speech and language therapist to support children's communication skills. Staff are fully committed to working in partnership with parents, who are complimentary about the nursery. For example, they comment that 'My child is always happy when I pick them up' and 'I am very pleased with how my child's language has developed, I have trouble getting him home when I come to collect him'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY285675
<b>Local authority</b>	Stockport
<b>Inspection number</b>	926606
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	18/02/2009
<b>Telephone number</b>	0161 491 6131

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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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