

# The Lakes Centre Nursery

Sandy Lane, Warrington, CHESIRE, WA2 9HY

## Inspection date

15/01/2014

Previous inspection date

02/08/2010

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff show an outstanding commitment to providing vibrant learning experiences precisely tailored to each child's individual needs. High quality, precisely focused observation, assessment and planning is monitored effectively and used to secure timely interventions to ensure that all children achieve their full potential.
- All staff follow strict procedures and policies to protect children. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. As a result, children's welfare is assured and they are safe and secure at all times.
- Children are very confident and happy in the nursery because staff are adept at developing children's confidence and independence skills, including those with English as an additional language and special educational needs and or/disabilities. Children contribute their views to enhance evaluation of the nursery.
- The manager and staff build extremely secure relationships with parents and carers and they use an effective range of ways to communicate with parents to enable them to feel reassured that their children are exceptionally well cared for.
- Children's behaviour is exceptional because staff are exemplary role models. This ensures that children are well motivated, eager to join in all activities and clearly demonstrate enthusiasm for 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.

## **Inspection activities**

- The inspector observed children's play and staff interaction.  
The inspector spoke with the nursery manager, nominated person, individual staff
- and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector observed children's activities throughout the visit both inside and outside.  
The inspector examined documentation including a representative sample of
- children's records, policies, staff suitability, risk assessments, accident records, planning documentation and training records.
- The inspector took into account the views of parents and carers on the day and from written comments.

## **Inspector**

Sue Rae

## Full report

### Information about the setting

The Lakes Centre Nursery was registered in 2004 and is on the Early Years Register. It is situated in a purpose built premises in the Orford area of Warrington and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 23 members of childcare staff, of these, 22 hold appropriate early years qualifications. The owner holds a Postgraduate diploma in Early Years Professional Development and a further three staff are qualified at level 5 and above.

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 114 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 supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- continue with plans to develop the nursery outdoor area providing even more stimulating resources and opportunities for children to enhance their excellent learning.

## Inspection judgements

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

Children consistently demonstrate the characteristics of effective learning by exploring their environment with excellent support from staff. They are consistently engaged in high quality, independent play and learning. For example, children choose where they want to play and what they want to play with, therefore, they are engaged and exploring their own ideas. Staff have an excellent knowledge of how children learn. They use this knowledge to plan challenging activities which are based on children's interests and on their previous observations of children as they play. For example, children thrive while exploring the field area of the outdoor space and excitedly discuss that a wizard could live at the bottom of the field in the trees. Staff use excellent teaching strategies to extend children's creativity by suggesting they write to the wizard and leave their notes on the branches. Children practise their emergent writing skills and staff support the children to think of questions they would like to ask the wizard. For example, 'what do you like to do?', encouraging them to test out their ideas.

All children thrive in the vibrant and stimulating environment nursery where they make excellent progress in their learning and development because teaching and learning within the nursery is outstanding. Staff and children sing favourite rhymes and children are engrossed as they bring the rhymes to life by experimenting with props and textures. Staff support children's physical development in all areas. Children enjoy daily physical play in the outside area where they ride bikes and negotiate speed and height as they run around and over the hill. Children have continuous access outdoors, therefore, they learn in the way that suits them best. Staff provide children with many opportunities to learn about the world around them. For example, children investigate and explore what is under the large stones and learn about size and weight as they work together to move them.

Parents are successfully encouraged to contribute to children's learning and development. The nursery and parents have worked together to develop story boxes and bags in order to extend children's communication and language skills and create a real interest in books. Staff give very detailed feedback to parents and carers verbally at the end of each day and regularly share progress at parents' evening. Staff gather a range of information from parents upon entry to enable them to successfully plan for children's learning from their current starting points. Staff know the children extremely well and constantly observe them in their play in order to support children to make excellent progress. Staff plan clear learning objectives for each child and display and agree these on a regular basis with parents, in order to create a collaborative approach for each child to reach their full potential. Therefore, all children are exceptionally well prepared for the next stage in their learning. Staff complete detailed and precise assessments on all children so that any gaps in children's learning are narrowing rapidly. Children make outstanding progress in their learning, including those with English as an additional language, as key persons have superb knowledge of how individual children learn. Staff pay particular attention to each child's individual needs to ensure that any gaps in their learning are quickly identified. Staff work very closely with other professionals to promote a collaborative approach to supporting children with special educational needs and/or disabilities. Early intervention is sought and children are extremely well supported to strive to reach their individual learning goals.

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

Staff have a natural calm and nurturing manner. They get down to children's level and join in activities and because staff are happy and motivated in their roles, this comes across well and helps children to feel confident in their choices, at ease and motivated. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar and attractive surroundings. Attentive staff place a very strong emphasis on the importance of strong attachments and build excellent relationships with children from their very first visit. They gather a wide range of information from parents about children's care and learning and development needs, to ensure a smooth transition into the nursery. Staff support older children as they move into different rooms and onto school. They work together effectively to provide continuity of care for children as they move between different areas and onto school. This means that children are emotionally secure and quickly develop confidence to explore their new environment.

Staff praise children and they beam with delight at their achievement. This increases their already strong sense of security and enhances their confidence and self-esteem. Children's behaviour is exemplary as they have a very good understanding of what is expected of them and are given many opportunities to express their feelings and emotions. They behave well because the nursery has established rules based on kindness, safety and respect and this is known by children. They have a superb understanding about fairness as they show that they must wait their turn and share resources, such as the popular slide outdoors. Children are highly motivated to learn and they confidently choose resources to play with and learn from. This is because all staff are extremely enthusiastic in their approach and give children opportunities to explore, using an excellent range of resources. For example, young babies explore a range of natural textures, developing their skills in investigation and exploration. Older children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and when to wash and dry their hands. Children learn about keeping themselves safe through clear instructions and activities. For example, they help to tidy up when they hear the sound of the music and take pride in their environment. Small groups of children willingly take part in yoga sessions in a calm and relaxing environment. They learn the names of the yoga positions and practise them to the sound of soothing music. Staff expertly support and encourage children's listening skills, coordination and control. Parents are provided with yoga packs so they can practise the techniques with the children at home. Children are listened to and are encouraged to make choices and express their opinions and wishes. Staff use a variety of effective methods to gather children's views about any changes in the nursery. For example, staff felt that integrating the two-year-old-children with those aged three and four could be beneficial. The staff discussed this with the children and the children suggested leaving the gate open that separated the two age groups. This way they could see if they played together well. Staff and children undertake regular emergency fire evacuation practices to support children's understanding of the procedure to follow in the event of an emergency.

Babies and children enjoy freshly prepared, well-balanced and nutritious meals and snacks and relish the independence of learning to feed themselves. Staff are careful to ensure that children with allergies or dietary preferences receive appropriate and safe food by carefully planning their meals and following strict procedures. Children serve their own food and choose what they like to eat. They are taught the benefits of eating healthily and they eat the appetising food with enthusiasm and enjoyment. Information is shared daily with parents, both written and verbal, about the care their child has received. For example, the record when a child's nappy has been changed, how much sleep they have had and what they have eaten. Staff ensure that children have a wealth of opportunities to play and exercise in the fresh air in all weathers. The outside area provides children with a superb space, with an undercover canopied area from each room area, leading to further play areas and extensive grounds, containing bridges, sensory paths, large sand pits. The nursery is working with the onsite nursery school to enhance this area even further.

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

**provision**

Safeguarding procedures are outstanding. All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection person and the process to follow if they are concerned about any issues within their practice. The manager continues to monitor staff performance within the nursery rooms and ensures that staff are deployed effectively according to qualifications and experience with specific age groups of children. All staff have undertaken safeguarding training externally and all staff follow strict procedures and policies to protect children at all times. All documentation related to statutory requirements is completed to a meticulously high standard to support the safe and effective running of the nursery. For example, accident records contain detailed descriptions so that parents have information regarding what has happened to their child. The nursery's highly comprehensive policies and procedures underpin an outstanding level of care and learning for all the children in the nursery. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and partnership working with a wide range of professionals has enabled staff to implement the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the nursery incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through high quality systems for professional supervisions, peer observations, staff's self-appraisals and discussions during meetings with the manager. A wealth of training for all staff has contributed towards the successful implementation of the Every Child a Talker programme to provide the utmost support for children's language and communication skills.

Situated on the same site as the nursery, is an outstanding children's centre and outstanding nursery school. The staff have developed a first class working relationship with the settings, enabling the sharing of excellent practice. The nursery also works extremely well with the child development centre, special needs nursery and a family centre also onsite. Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with local schools. The

nursery works closely with the local early years team who provide training and support. Other professional agencies are involved with the nursery. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents' contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. The nursery provides structured opportunities for parents to 'Stay and Play' allowing them to see what learning their children develop through play. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any special educational needs and/or disabilities and therefore, all children's needs are very well 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY277497
<b>Local authority</b>	Warrington
<b>Inspection number</b>	946583
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	114
<b>Name of provider</b>	The Lakes Centre Limited
<b>Date of previous inspection</b>	02/08/2010
<b>Telephone number</b>	01925 642 812

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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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