

# Lakeside Nursery

Park View, Shibdon Road, Blaydon-on-Tyne, Tyne and Wear, NE21 5LU



## Inspection date

18 March 2015

Previous inspection date

28 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Within the whole of the nursery staff place a strong focus on supporting children's language, communication and social skills to enable them to achieve and participate. As a result, all children make very good progress in these key areas.
- Children are encouraged to be independent and successfully do things for themselves. Therefore, children gain high levels of confidence in a safe environment, which consequently, ensures that they are ready for school.
- Staff have high expectations of children's behaviour. They constantly and consistently praise and encourage children to do their best. The success of this is seen in the children's delight and busy involvement in all activities.
- Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- Partnership with parents and other professionals are well established and effective. This ensures that all children receive a good level of support and consistency in their care and learning.
- The manager provides strong leadership. She is supported well by a highly-committed staff team. All share a clear vision and determination to give each child the best possible start in life.

### It is not yet outstanding because:

- Staff do not always ensure that resources linked to children's individual interests are available, to enable them to explore and satisfy their own ideas and curiosity.
- The selection of dressing-up clothes and props available in the older children's role-play area does not offer sufficient opportunities for real life imaginative play.

## What the setting needs to do to improve further

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

- support children even further to explore and satisfy their own ideas and curiosity, for example, by providing a wider range of factual books, photographs and other resources to support their interests
- enhance the provision of dressing-up resources by providing 'everyday' clothes, bags and hats to further support children's make-believe play.

### Inspection activities

- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed children of all ages engage in learning activities indoors and outside.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and recorded on questionnaires sent out by the nursery.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector conducted a joint observation with the manager.

### Inspector

Janet Fairhurst

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is good because all staff fully understand how to promote children's learning and development. Staff complete accurate observations of what children can do and these good assessments form the basis of pinpointing what children need to do next in their learning. Throughout the nursery, children enjoy their learning and engage in a wide variety of activities. For example, older children mix their own paint and make their own play dough. Toddlers relish outdoor play where they use paint to make marks on the large sheets of paper. Babies are absorbed when they investigate different materials and textures, such as 'gloop'. Children have generally good opportunities to follow their own interests. However, very occasionally this is not always fully supported by staff. For example, when a child decides to draw a train there are no resources available to help illustrate what a train looks like. Older children enthusiastically participate in 'shake and write' dance sessions. This helps to promote early writing skills effectively. A selection of themed role-play outfits are available for older children. However, there are fewer dressing-up clothes that enable them to act out their life experiences. Regular exchanges of information about children's achievements and parents' positive contributions to children's assessments ensure children's learning is supported at home.

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

Children's emotional well-being is well promoted through the kind and caring relationships established with them. Staff are vigilant at all times ensuring that children play and learn safely. Older children know how to keep themselves safe. For example, they understand that they must hold the bannister when using the stairs. Children have a good understanding of the importance of leading a healthy lifestyle. They are offered meals which are healthy and nutritious. Children regularly play outdoors and engage in physical activity. For example, they are invigorated as they start the day participating in the 'wake and shake' session. Outdoors children ride wheeled toys and enjoy digging as they look for bugs. Babies are encouraged to gain good control of their bodies, to explore their environment as well as independently feeding themselves.

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

Rigorous recruitment and vetting procedures ensure the suitability of all staff. There is a robust induction process and the leadership team supports the staff well through regular supervisions. Staff benefit from good opportunities to undertake training, and staff meetings are regularly used to cascade knowledge and best practice. This results in positive learning experiences for children. The manager effectively reviews the overall quality of the nursery and children's progress, and targets for improvement are routinely set and monitored. Furthermore, regular observation of staff practice enables the manager to provide clear feedback to help staff improve their practice even further. Parents state that their children are happy attending nursery and comment on the good progress they have made since starting.

## Setting details

<b>Unique reference number</b>	EY288926
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	856324
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	28 July 2009
<b>Telephone number</b>	0191 499 0550

Lakeside Nursery was registered in 2004. The nursery employs 21 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, and 17 hold early years qualifications at level 3, one member of staff is unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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