

# Lake House Day Nursery

2 Lake Road, Bristol, Avon, BS10 5HG



## Inspection date

14 April 2015

Previous inspection date

3 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not ensured the manager understands their responsibilities. Therefore, robust ongoing arrangements to monitor the quality of the nursery are not established and opportunities for staff development limited. Consequently, the educational programme and teaching does not ensure all children make consistent good progress in their learning and development from their starting points.
- Not all staff understand and implement the nursery's observation, assessment and planning system consistently. This means that they do not complete precise assessments of children's learning and development or plan challenging activities.
- Staff do not always model good language skills to further challenge children's communication skills.
- At times, staff working in the pre-school room waste valuable learning time because children spend too much time waiting for the next routine.
- Some resources and play equipment indoors are harder for the children to freely access and are not displayed in an accessible way. On occasion, this limits children's opportunities to play with resources that cover all areas of learning.

### It has the following strengths

- Nutritious freshly cooked meals contribute positively to children's health and well-being and support children's physical development.
- Staff are warm and caring towards children, which helps them feel happy and settle quickly. Established relationships with children help staff get to know them well.
- Staff make parents feel welcome and parents are complimentary about the nursery.

## What the setting needs to do to improve further

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

- ensure the manager has a clear understanding of the role and its responsibilities and develops a culture of continuous improvement, based on rigorous monitoring of staff practice, by making sure systems used for self-evaluation are robust and clearly identify and address key weaknesses in practice and the effects of these on children's learning to prioritise targets for improvement
- raise teaching to a consistently high quality by monitoring staff performance accurately, and by ensuring that the observation, assessment and planning process is understood and implemented consistently by all staff so that assessments of all children are precise and used to plan challenging activities across all areas of learning
- improve teaching to a consistently good quality by improving staff's interactions with children, including through use of commentary and skilled questioning techniques, to increase the opportunities for children to make good progress in communication and language development.

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

- improve the organisation of the pre-school routine to maximise the opportunities for children to be actively engaged in play and learning
- enhance the layout of areas in rooms to incorporate further learning opportunities, which cover all areas of development.

## Inspection activities

- Leadership and management discussions took place in a meeting with the owner and manager.
- The inspector observed activities and staff interactions with children in all rooms and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records, planning and records, and checked the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the deputy manager of the nursery.

## Inspector

Dominique Bird

## Inspection findings

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

Children make steady progress overall because staff provide activities that they generally enjoy, indoors and outdoors. There are some interruptions in the changes in routine that mean that children wait too long for the next activity. Therefore, they experience frequent breaks in their learning. The quality of teaching is variable across the nursery because not all staff have good knowledge and understanding of how young children learn and how to promote learning through the use of effective observation, assessment and planning. For example, they do not always personalise activities based on individual children's interests and stages of development, or tailor their teaching to help children make good progress and develop readiness for school. All staff regularly talk to children. However, they do not always use developmentally appropriate techniques. For example, they do not always use questions that require children to provide a more detailed answer rather than 'yes' or 'no'. Staff do not give commentary to children's play and pause regularly to give children time to think and respond.

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

Staff get to know the children well when they first start and find out as much as they can from parents about their children's routines, likes and dislikes. Therefore, children are happy and secure. Staff are good role models for children and, as a result, behaviour is good. All children have time throughout the day for play and learning in the garden where they enjoy fresh air and exercise as they use the good range of equipment on offer. Staff plan activities in the garden that engage and stimulate children, such as imaginative role play as police officers where children have to solve clues and act out things that they have previously been learning about. Staff do not always make the best use of equipment and resources to develop children's learning in all areas indoors as the layout means that resources are not always fully accessible. Staff demonstrate that they understand how to keep children safe.

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

The manager regularly spends time in rooms working alongside staff. Leaders implement robust recruitment procedures to check staff suitability, and staff complete a suitable induction programme. Staff have regular supervision meetings with the leaders and have some training opportunities. However, these are not sufficiently robust to fully monitor and develop their ongoing performance. Consequently, the leaders do not carry out focused observations of staff's teaching skills or monitor observation, planning and assessment for all children to raise practice across the nursery, identify inconsistencies in teaching and trends in progress. Continuous self-evaluation to identify what they are doing well and what requires improvement is not fully effective to ensure continuous improvements.

## Setting details

<b>Unique reference number</b>	EY231487
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	842680
<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>	48
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Lake House Day Nursery
<b>Date of previous inspection</b>	3 August 2009
<b>Telephone number</b>	0117 9622948 or 01179 445963

Lake House Day Nursery is privately owned. It operates from a converted residential property in Henleaze, Bristol. The nursery is open from 8am to 5.45pm each weekday and operates all year round, except for bank holidays. There are 16 members of staff who work with the children; of these, one is a qualified teacher, one holds Early Years Professional Status, and 10 hold a relevant qualification at level 3 or above. The nursery follows a Montessori educational approach.

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