

# Inspection of Lake Street Nursery And Pre-School

Lake Street, Oxford, Oxfordshire OX1 4RP

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Inspection date: 3 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well, are emotionally secure and explore the environment confidently. They enjoy their nursery experiences and form close relationships with their peers and the staff caring for them. Children show that they feel safe as they talk happily with their friends. They behave well and any minor disagreements are swiftly handled by staff. Children are polite and respectful and they show great kindness and care towards each other.

Children develop good control of their movements while energetically riding bicycles and running up and down the gradual slope in the garden. They make discoveries as they crawl in and out of small dens. Children learn to balance along the beam and hop, and jump safely through the tyres in the garden. They have plenty of opportunities to be independent, for example as they wash their hands at the child-height sink and blow their own noses. Children love to help staff with everyday tasks. They help to tidy away their plates and cups after snack, telling their friends, 'It's tidy up time.' Children are confident and self-assured. They have regular opportunities to listen to stories everyday at the nursery. The impact of this is seen through children's developing love of books and confidence to talk about favourite characters and illustrations.

## **What does the early years setting do well and what does it need to do better?**

- Staff provide a nurturing and sensitive approach to children with special educational needs and/or disabilities. They are proactive in getting professionals on board to get children the help and support they need. This targeted approach helps to prevent gaps from widening.
- The curriculum is carefully designed to build on what children know and can do. Children have opportunities to practise the skills they have learned, to help them grow in confidence and to secure their knowledge.
- Good arrangements are in place to support children who are learning English as an additional language. Staff find out about children's home language vocabulary and use visual picture prompts to support young children's language development.
- The manager places a high importance on the well-being of her staff. She checks in with staff regularly and helps them seek support if they need it. The manager was, and continues to be, very supportive and understanding of everyone's needs during the COVID-19 pandemic. She makes sure procedures are in place so that staff feel comfortable and safe in the setting.
- Children new to the nursery are beginning to understand the rules and boundaries. Staff act as positive role models for children to see and to know the behaviour they expect from them.
- Parents' views of the nursery are highly complimentary. They praise the hard

work of the manager and her staff. Parents comment how staff supported them extremely well through the COVID-19 pandemic, providing activities and ideas to support children's learning at home.

- Staff use additional funding well to address gaps in children's learning. For example, by providing one-to-one support for children and purchasing further resources.
- Children are motivated to explore and investigate and, overall, show good levels of curiosity and concentration. However, sometimes, during longer and larger group activities, some children find it difficult to maintain their interest. The organisation of these activities does not consistently support the different ages and needs of children at these times.
- Staff benefit from regular supervision and support to develop their knowledge and skills. The manager recognises she is not yet monitoring staff practice closely enough to focus support on helping them to build on their professional development. She has identified how she can particularly enhance the training staff receive to further improve children's good care and learning. For instance, through monitoring staff practice more closely.
- Children love to learn. They benefit from staff who show they enjoy their company and are interested in what the children have to say. Children learn about the world around them. For example, they learn to mix colours as they make marks, designing their Rangoli patterns to celebrate Diwali.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. The manager and staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children who may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

## **What does the setting need to do to improve?**

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

- review the organisation and timings of large-group activities to ensure all children are consistently well supported
- strengthen the monitoring of staff practice so that staff receive coaching and support that help them to further improve the good quality of children's care and learning.

## Setting details

<b>Unique reference number</b>	EY557982
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10175068
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Lake Street Nursery And Pre-School CIO
<b>Registered person unique reference number</b>	RP557981
<b>Telephone number</b>	01865727939
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lake Street Nursery And Pre-School re-registered in 2018, as a Charitable Incorporated Organisation. It is situated in the New Hinksey area of Oxford, Oxfordshire. The nursery employs 10 staff, nine of whom work with children. Of these, two hold a qualification at level 6 and four hold a qualification at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm on Monday, Thursday and Friday. Longer sessions are available on a Tuesday and Wednesday from 8.45am until 5.45pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It also receives funding for early years pupil premium.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The nominated individual, who is also the manager, spoke to the inspector about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence of suitability and training records.

We carried out this inspection 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.

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