

# Inspection of Lakeview Children's Nursery

Lakeview Childrens Nursery, Skipton Road, Foulridge, Colne, Lancashire BB8 7NN

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Inspection date: 12 April 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children have a wonderful time at this nursery. They receive a very warm welcome from enthusiastic staff. Children are keen and eager to begin their day's learning in this recently extended and inspiring environment. Children benefit greatly from innovative changes to both the routine and layout, made in support of their unique needs. It is a special place that is highly valued by the families it serves.

Staff have a primary focus of supporting children's emotional health. They accept the positive impact that well-being has on all aspects of learning and development. Key persons build exceptionally strong bonds with the children, so they feel very safe and secure. Interactions are always respectful and children behave extremely well. Children are happy, sociable and highly independent.

Teaching is excellent. Children thrive on the support they receive, including those with special educational needs and/or disabilities (SEND). Children are truly listened to and, as a result, all activities build on their interests and previous learning. Expectations are high. For example, staff support children as their hunt for snails in the forest area becomes an ambitious mathematics activity. Children show confidence in using a range of mathematical concepts. There is a constant buzz of conversation and children develop a wide vocabulary. A love of learning is promoted and all children make exceptional progress from their starting points.

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

- Learning and teaching are extremely effective. Staff expertly plan rich, varied and meaningful activities. The well-designed curriculum supports all children, step by step, to reach their targets. Excellent use of information from parents about their children's learning further promotes children's excellent progress. Children are deeply absorbed in their learning. Knowledge, skills and understanding are all firmly embedded.
- There is a strong emphasis on supporting children's communication and language. Staff use sign language, visual prompts and patiently explain tasks. Babies giggle and confidently join in with actions when being read and sung to. Older children interact with the story of 'We're Going on a Bear Hunt'. They clearly share ideas based on their knowledge and understanding of the story. Such activities further reinforce how children take turns, alongside developing their language and communication skills. Children are confident speakers, who display a wide vocabulary.
- Provision for children with SEND is excellent. The special educational needs and disabilities coordinator is extremely knowledgeable and skilled. Staff quickly identify any developmental concerns. Families comment on how staff 'go above and beyond to support the whole family'. Staff tailor approaches and targets to

best meet the uniqueness of each individual. The manager provides children with additional one-to-one support. This is highly effective in narrowing any gaps in development. Positive outcomes for all children are secure.

- Support for children's emotional well-being is exceptionally strong. Children are praised for their achievements and superbly supported through their range of emotions. Staff nurture the character of each child. Older children develop emotional literacy and link feelings to their own experiences. For example, when listening to 'Goldilocks and the Three Bears' the children talk about how each bear feels and why. Children are empathic and know that their opinions matter.
- Children display exceptionally high levels of independence. Even from a young age they are able to set tables for lunch, put on coats, cut fruit snacks and access water stations. Children show determination to do things for themselves. They learn about a healthy lifestyle and are encouraged to make their own choices. Children are empowered and well prepared for the next stage of education, including the transition on to school.
- Partnerships with parents are outstanding. They explain how a deeper understanding of their child's progress has grown from attending training, workshops and stay-and-play sessions alongside staff. This enables them to have more confidence in supporting their child's learning at home. Parents also highly value daily feedback, newsletters and online updates. There is a lending library and learning packs for families to use. Staff and families also collaborate in charity events and this further instils a supportive community feel. Parents see their children thriving holistically.
- Managers and senior staff are vastly experienced and knowledgeable. They proudly lead their dedicated team by example and provide top quality, relevant training. For example, specific training includes explanations of child development, and knowing what to plan and why. Apprentices are further mentored in best practice. The teams many first-class achievements are celebrated in recognition of the positive impact on all aspects of children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding throughout the nursery. Managers ensure that staff have a thorough understanding of policies and procedures. Staff training is ongoing, keeping knowledge and skills up to date. Staff are fully aware of their responsibilities including protecting children from harm. They are confident in identifying the signs of abuse and neglect and are fully aware of the procedure to report any concerns linked to the welfare of children. The 'Prevent' duty is understood and a lockdown procedure is in place. Security is a top priority, with strict entry practises. Managers risk assess to ensure that the nursery premises are safe, indoors and out. Staff first-aid training is up to date, further promoting children's safety and welfare.

## Setting details

<b>Unique reference number</b>	EY366674
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10280754
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	106
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	The Lakeview Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP909915
<b>Telephone number</b>	01282 868249
<b>Date of previous inspection</b>	1 September 2017

## Information about this early years setting

Lakeview Children's Nursery registered in 2008 and is located in Foulridge, Lancashire. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The remaining childcare staff are all studying for relevant qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice Apel

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they wanted the children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- Several parents were spoken to during the inspection and written comments from parents were also taken into consideration.
- The inspector spoke to staff and took account of their views.
- Children shared their views and what they do at nursery.
- The inspector viewed a sample of relevant documentation.
- The inspector held a leadership and management meeting with the owner and manager.

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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