

# Inspection of Lakehouse Nursery

49 Beach Road West, Portishead, BRISTOL BS20 7HX

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Inspection date: 24 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children are highly enthusiastic and confident learners. They arrive happy to see their key person and excited to start exploring. Staff provide excellent support for children to become exceptionally independent, managing as much as they can for themselves, and staff challenge them further to develop new skills. Children are extremely resilient to setbacks, as staff provide highly positive support, helping children to notice what did not work and think of ways to resolve it.

Staff plan an inspiring environment with open-ended resources that children are eager to investigate. For example, babies discover that they love the feel of wet cornflour but do not like the taste. Staff are skilfully observant and notice what fascinates children to extend their learning further. For example, older children act out in their role play their understanding of what a dentist does. Staff then develop this into an activity where children practise brushing teeth and discuss their experiences. Toddlers sort items by colour and use weighing scales but when children start to balance wooden beads on the scales this becomes a problem-solving activity.

Parents do not enter the premises as they did before COVID-19 restrictions. However, they are extremely positive about the highly successful communication. Most prefer the new system, and the children settle quicker, without the rooms becoming congested.

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

- Managers plan an excellent curriculum, focusing on what they want children to achieve before they go to school. They have an exceptional understanding of how to sequence children's development to get them to that point. Each key person has an excellent understanding of their key children's abilities and what they need to focus on next. They have an important awareness of children's family backgrounds and work extremely well with parents, other settings, and outside agencies, so that all children make rapid progress.
- Children are determined to achieve and are extremely proud of their successes. For example, babies smile and clap their hands when they manage to stack four toy bricks on top of each other. They are motivated by the staff's positive response and want to keep on trying. When older children say they find something tricky, staff provide excellent support, demonstrating and giving children plenty of time to practise. For example, children are delighted when they master using scissors.
- Staff provide outstanding support for children's communication and language skills. For example, they narrate children's play and provide babies and toddlers with visual points of reference for new words. Throughout the nursery, children

enjoy using books, including ones that represent their family languages and backgrounds, that give them a huge sense of self-worth. Staff empower older children to use an extensive range of language to express their emotions, such as frustrated and embarrassed. Staff ensure all children are included in group discussions and reflect on their learning to aid remembering.

- Children behave extremely well. Staff provide sensitive support for children to self-regulate their behaviour. They have strong attachments with their key person, which ensures they feel secure and underpins their ability to learn exceedingly well. Managers have been supporting staff with slowing down children's routines to use as a learning experience and this is embedded very securely, promoting children's well-being extremely well. Staff work consistently with parents to know babies' routines and ensure they meet their individual needs highly effectively. Children have an exceptional start to becoming good citizens. For example, they help plant community flowerbeds, go litter picking on the beach and visit elderly residents.
- Managers have a very good understanding of the quality of teaching and through supervision and outstanding support, they empower staff to challenge themselves and take on senior roles. For example, the manager is mentoring staff to take on responsibilities to support children with special educational needs and/or disabilities. They have trained in sign language to aid communication. Staff ensure that all children are included and enable them to achieve what they want to achieve. Parents cannot speak highly enough about the provision, describing staff as fantastic and the support they receive as amazing. Staff are enthusiastic about their roles and love coming to work.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an extensive knowledge of their safeguarding procedures. The staff receive regular training and get asked scenarios by leaders to keep their knowledge up to date. Staff carry out extensive risk assessments to keep children safe, particularly when they use tools and go to forest school. Since their last inspection, they now ensure that older children are asked safety questions before using new equipment. This draws their attention to possible hazards and enables them to take responsibility for considering the consequences of their actions.

## Setting details

<b>Unique reference number</b>	EY414611
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10126026
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	65
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Lakehouse Nurseries Ltd
<b>Registered person unique reference number</b>	RP902420
<b>Telephone number</b>	01275 398787
<b>Date of previous inspection</b>	27 August 2015

## Information about this early years setting

Lakehouse Nursery registered in 2010 and is one of two privately owned nurseries. It is located in Portishead, near Bristol, North Somerset. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 30 childcare staff working with the children, of whom one holds qualified teacher status and two hold an early years degree. One member of staff holds an appropriate early years qualification at level 5 and 20 staff hold an appropriate early years qualification at level 3. One member of staff holds an appropriate early years qualification at level 2 and three apprentices are working towards qualifications. In addition, there are support staff and a senior leadership team who support both settings.

## Information about this inspection

### Inspector

Elaine Douglas

## 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 deputy manager led the inspector on a learning walk around the nursery and discussed the early years curriculum.
- The inspector observed activities and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The deputy manager and inspector carried out a joint observation of an open-ended activity in the pre-school room.
- The inspector spoke with several parents and children and took account of their views.
- A leadership and management discussion was held between the inspector, the deputy manager and the director of education.

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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