

# Inspection of Lodge Cottage Nursery School

Manor Road, North Wootton, King's Lynn, Norfolk PE30 3PZ

---

Inspection date: 12 December 2019

**Overall effectiveness** **Good**

---

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is good**

Children feel happy and secure in the calm and friendly environment. They thoroughly enjoy their time at the nursery. Staff support the children's emotional well-being extremely well. For example, they notice when children are on their own and facilitate them to join in with others.

Children behave exceptionally well and play cooperatively together. They follow routines and listen to instructions. They tidy away their toys and sit patiently waiting for song time. They engage enthusiastically as they shake their instruments and clap their hands to familiar nursery rhymes. The manager and staff have high expectations of children. They offer children regular praise and encouragement. They value and celebrate children's efforts. For instance, children's individual artwork adorns the walls throughout the nursery. This helps to develop their confidence and motivation.

Children's health and development is positively supported. Children move freely around the nursery to access the resources on offer. They take calculated risks in their play, such as using scissors safely and climbing trees outdoors. Children plant and harvest their own fruit and vegetables in the nursery garden to encourage healthy eating experiences.

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

- The manager and staff are well qualified. The long-established staff team is committed to providing the best possible care and education for children. The manager conducts regular supervisory meetings with staff to address any areas for improvement and raise the quality of their practice further.
- The key-person system is very effective. Children have strong relationships with all staff. When children join the nursery, they have unlimited settling-in sessions. Staff take time to get to know the children and their families and establish strong bonds. This helps children to feel settled and secure.
- Parents speak very highly about the nursery and value the systems in place for sharing information about their child's learning. Parents comment that they 'couldn't be more comfortable leaving them'.
- Children are involved in everyday tasks and learn about the natural world. For example, they help staff to rake up leaves and transport them to the compost heap. This helps children to learn valuable life skills and to observe growth, decay and change over time.
- Staff help children to become independent in managing their self-care needs in a variety of ways. For example, children wash their hands before snack time, serve themselves food and access tissues to wipe their nose when needed. Additionally, the older children are encouraged to put on their footwear and

fasten their coats in readiness for outdoor play.

- Children learn about mathematical concepts. For instance, they learn about shape, space and measure from a range of resources such as puzzles, the sandpit and mud kitchen. Children enjoy repeatedly filling and emptying their buckets. This helps them to gain an understanding about weight, capacity and volume as they play.
- Children have plenty of opportunities throughout the day for fresh air and exercise in the large outdoor space. They practise peddling on bicycles to further develop their physical skills. Staff encourage children to share and take turns. Children persevere during challenging activities and find new ways to achieve their goals.
- The quality of teaching is consistently very good. Staff hold discussions with children and allow them enough time to think and respond to questions. However, children who speak English as an additional language are not always provided with rich opportunities to develop their home language in play. Despite this, children make good progress in their learning.
- Staff observe and assess what children can do. They adapt their practice effectively to meet children's individual needs. For example, some children struggle to use scissors when cutting paper. Staff swiftly offer an easier pair of scissors and replace the paper with card. This helps children achieve what they set out to do. However, occasionally, children do not have the opportunity to expand their own creative and critical thinking skills during adult-led play.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to safeguard children. They have a secure understanding of the procedures to follow should they have concerns about a child in their care, or if an allegation is made against a member of staff. The manager and staff can identify the signs and symptoms of abuse, including signs that children may be at risk from extreme views or behaviours. The manager follows an effective recruitment process to ensure those employed to work with children are suitable.

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

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

- extend opportunities for all children who speak English as an additional language to develop and use their home language in play
- review the organisation of some adult-led activities to help advance children's creativity and critical thinking skills even further.

## Setting details

<b>Unique reference number</b>	EY368613
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113090
<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</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Lodge Cottage Nursery School Ltd
<b>Registered person unique reference number</b>	RP907041
<b>Telephone number</b>	01553 631263
<b>Date of previous inspection</b>	29 June 2015

## Information about this early years setting

Lodge Cottage Nursery School registered in 2007. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications, ranging from level 2 to 6. The nursery opens from Monday to Friday, during school term time only. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Walker

### Inspection activities

- The inspector took part in a tour of the setting with the nursery manager.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019