

# Inspection of Canoe Lake Nursery

Nothern Pavilion And Bowling Green, Adjacent To Eastern Parade, Southsea,  
Hampshire PO4 9RF

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Inspection date: 7 August 2023

<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	Good

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

### **The provision is outstanding**

Children thrive at this inviting and idyllic nursery. They arrive with excitement, happily waving goodbye to their parents and involving themselves in the many interesting activities set up for them. Children feel safe and secure. Superbly attentive staff welcome babies and young children into their rooms with big smiles and reassuring cuddles. They ask children what they would like for breakfast and support them closely as they settle in for the day. This fully supports children's emotional well-being.

Staff provide learning-rich experiences that all children benefit from. They play together in the garden, talking about the different vegetables they have grown this year. Children immerse themselves in their activities. They dig in the soil and carefully examine the roots of the potato plants. Staff extend children's knowledge and discuss how the roots absorb nutrients from the soil. Children listen carefully. They become excited about eating the potatoes and carrots they have picked for tea.

Children behave remarkably well. They demonstrate their knowledge of the nursery rules, and clearly explain that they must always use 'kind hands, kind words and walking feet'. Staff have consistently high expectations for children's behaviour and support them in understanding why being kind to one another is important.

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

- Leaders create a highly ambitious curriculum. They know the skills and knowledge they intend for children to learn. Staff implementation of this is exemplary. They plan activities that build on what children know and can do. For example, staff provide children with water paints to experiment with in the spacious garden. They encourage children to discuss which other colour they need to make purple. Children excitedly explain that they know they need blue to mix with the red paint. They become absorbed in their activity and gain important knowledge to support them with their future learning.
- Dedicated staff use every opportunity to engage in conversations with children. As they sit together at snack time, staff talk to children about the type of foods they are eating. Children explain that having too many treats is not very healthy and that eating fruit and vegetables is much better for our bodies. They also discuss the importance of drinking lots of water, especially when it is hot. Children regularly engage in meaningful interactions and learn about the benefits of leading a healthy lifestyle.
- Babies and young children have plenty of opportunities to gain language skills. They enjoy an exciting activity with different citrus fruits in a large tray. Staff

clearly name them and offer descriptions, such as 'yellow lemon'. They extend this further, introducing babies to the language of numbers as they carefully count them in groups of three. Babies build their vocabulary through these exciting and engaging experiences.

- Children develop exceptional independence skills. They self-serve their food with ease and confidently clear their cups and plates away. Young children learn how to cut their fruit, with support on hand if they need it. This enables them to become involved with the preparation of their meals and learn important physical skills.
- Parents speak very highly of the leaders and staff at the nursery. They are full of praise for the rich set of experiences arranged for children, such as frequent visits to the library bus and trips into the local community. They feel particularly well informed about their children's learning. Parents explain that they are often provided with information about how to support them further at home. For example, staff encourage them to read with their child frequently to increase children's love of reading. Parent partnerships are strong.
- Leaders have high expectations for their staff. They provide extensive training opportunities to continually raise teaching standards. Leaders ensure that they communicate frequently about performance. They provide detailed feedback and training plans to support staff's professional development. Most recently, some staff have completed a course about supporting babies, to consolidate and enhance their knowledge. Staff express their appreciation for ongoing training and explain how this promotes their personal well-being. They feel valued and supported in their roles.
- Staff demonstrate their extensive knowledge of how to support children with special educational needs and/or disabilities. They have effective plans in place to work collaboratively with parents and professionals. Leaders strive to ensure that all children have access to their full early years education entitlement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff complete robust risk assessments for activities, especially when taking children on outings. They have comprehensive knowledge of how to keep children safe. Staff can explain signs and symptoms that may indicate a child has become victim of abuse. They receive frequent training to ensure that their safeguarding knowledge is extended to the highest level. Staff discuss elements of their understanding of safeguarding concerns such as female genital mutilation and radicalisation. Staff follow a detailed safeguarding policy. They know how to report any concerns they have about an adult working with children.

## Setting details

<b>Unique reference number</b>	EY492472
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10288858
<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>	56
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Mcminn, Samia Nasr
<b>Registered person unique reference number</b>	RP513223
<b>Telephone number</b>	0239 307 2875
<b>Date of previous inspection</b>	2 November 2017

## Information about this early years setting

Canoe Lake Nursery registered in 2015. The nursery operates from a converted pavilion in Portsmouth. It is open five days a week, between 7.45am and 6pm, for 51 weeks of the year. The nursery has 17 employees. Of those, five members of staff are qualified to level 6. A further 12 members of staff have level 2 and 3 qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Houston

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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