



## Ladybird Lane Nursery

Inspection report for early years provision

**Unique Reference Number** EY316855  
**Inspection date** 14 March 2006  
**Inspector** Daphne Prescott

**Setting Address** St. Vincent de Paul RC Church, 2 Witham Road, Isleworth, Middlesex, TW7 4AJ  
**Telephone number** 020 8232 8839  
**E-mail** office@ladybirdlanedaynursery.co.uk  
**Registered person** Jo Short  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Ladybird Lane Nursery is privately owned. It opened in 1994 and operates from one large play room in a church hall in Isleworth in the London Borough of Hounslow.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 2 to under 5 years on roll. Of these, 13 children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 11 staff. Of the staff, 6, including the manager, hold appropriate early years qualifications, and 1 member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and hygienic environment where the level of hygiene is good as staff take steps to prevent the spread of infection to protect children. For example, staff follow effective nappy changing routines by wiping the area after each nappy change and wearing separate gloves for each child. Children are learning about good personal hygiene through daily routines. For example, they confidently told the inspector that they wash their hands after using the toilet to stop the germs getting into their tummy. Thorough records are kept for medication and accidents. There are staff who are able to administer appropriate first aid treatment, for children's wellbeing, as some staff hold up to date first aid certificates.

Children benefit from nutritious, healthy and well-planned meals. They include a good range of hot meals, for example, cheese and potato pie and spaghetti bolognese. They are learning the importance of eating good healthy foods through well planned activities. For example, the children make vegetable soup, chopping the vegetables and talking about good foods to eat. Staff discuss all dietary needs and food preferences with parents, which means that children's individual needs are taken into account. Meal and snack times are very well organised. Children sit in small groups for snack and meal times and eat in a very relaxed and social atmosphere. Staff encourage the children to engage in conversation with their friends; as a result children are very competent in their social skills. Children enjoy the independence of being able to choose when they have their drink as drinking water is available in the room. Younger children are regularly offered drinks to ensure none remain thirsty.

Children enjoy a range of energetic physical exercise and fresh air that helps to contribute to a healthy lifestyle. All children have plenty of exercise and are developing good physical skills. Older children are confident in the use of the play equipment and are learning specific techniques, for example, good co-ordination as they confidently ride their bicycles in and out of the cones with great control. Staff follow the Birth to three matters framework to promote children's health and their understanding of the importance of being healthy. For example, children have the opportunity to develop control over their bodies; they are learning how to climb and slide down the small slide in the garden with great fun.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from the very welcoming surroundings as staff greet them and their parents warmly, which ensures they feel secure and content. The room is bright and stimulating to help create a positive learning environment as the toys and activities are set up, inviting and enticing children to play. The room is arranged to allow children to pursue their interests, in which they feel safe, and child-height furniture is used to encourage children's independence. Children have good access to a wide range of good quality toys and equipment, which are appropriate for their age and development. Children are safeguarded as staff check the toys and equipment on a regular basis to reduce any hazards.

Children are cared for in a child focused environment where risks are identified and reduced to safeguard the children. Staff conduct written risk assessments and safety policies and procedures are in place to further protect the wellbeing of the children. Children are effectively supervised as correct ratios are maintained and staff are effectively deployed. Staff are very vigilant in closely supervising children. For example, children are supervised when using the toilet area and when playing outside in the garden. Children are encouraged to play an active role in their own safety. For example, staff teach the children to pick toys up off the floor and to hold their chairs correctly to prevent any accidents.

The children are well protected. Staff have sound knowledge and understanding of child protection procedures. They know how to implement local child protection procedures as they have a clear procedure to follow should they have concerns about the wellbeing of a child. The provider ensures that procedures are up to date and that staff understand their responsibilities and attend regular training.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children have great fun and enjoy their time at the nursery. They arrive happy and confident and quickly settle into the routine as they make their own choices about their play. Staff use the Birth to three matters framework. As a result younger children are very confident in the setting. Young children receive lots of attention and cuddles and have a strong bond with the staff which increases their sense of wellbeing. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff, developing a strong sense of trust. Staff recognise the value of play in a child's development and introduce a very good range of experiences. This enables all children to learn to play and work together in large and small groups as well as independently.

Young children are becoming competent learners, and have great fun playing with natural materials, such as play dough. They are beginning to explore their senses as staff encourage the children to feel and touch the texture of the play dough between their fingers. Children are developing their imagination as they engage in exciting role-play activities. They have a great time as they pretend to wash and comb their

doll's hair in the hairdressers and pour cups of pretend tea in the home corner area. They giggle and laugh as staff join in with their play. They are beginning to develop their communication skills as they attract the attention of staff who respond very enthusiastically to their sounds and gestures. They laugh and have fun as they energetically join in action songs. They jump up and down with great excitement as they sing, for example, 'The Wheels on the Bus'. They enjoy story times and looking at books, as they listen attentively and with enjoyment to the stories being read.

#### Nursery Education:

The quality of teaching and learning is good. Children are progressing well because of the staff's sound knowledge of the stepping stones and how children learn. Planning is detailed and covering all areas of learning. The provider and staff are very keen to continue to develop their knowledge of planning for children's learning. They receive support from the local authority early years advisor teachers to help them to continually evaluate and develop this area of their work. The staff use ongoing activities and observations to record and plan the next step in children's learning. Staff are very motivated and enthusiastic, and this is evident as activities are very well presented, and capture children's interest. For example, dinosaurs are presented in a sand tray with plants used as green foliage for trees. Children are delighted as they hide the small creatures underneath the trees and move the dinosaurs through the sand.

Children are very actively engaged in their play and activities throughout the day. They have a very good level of concentration and are able to participate in activities for long periods of time. Children have good relationships with staff, this is reflected in the children's good behaviour, and motivation to participate and learn. Children are able to think for themselves as staff use effective questioning techniques to help children in their play. For example, children constructed a train out of chairs, staff extended the children's interest by asking them "Where are you going on your train ride?" and children responded by telling staff that they were off to the seaside. In the role-play area set up as a mechanic's workshop, staff discuss with the children why their car has broken down and how are they going to fix it.

Children are developing good independence as they help to tidy up and choose activities in which to participate. Children are kind and considerate towards each other and they play well together. They have a great time playing a card game, they each have to wait and take turns laying their cards. They show great excitement, calling "Snap" when they match their cards. Children are confident speakers and are developing a wide vocabulary. Staff skilfully extend children's vocabulary as they demonstrate new tasks, such as explaining to children about planting seeds and bulbs for the spring. They have very good opportunities to develop their early writing skills, as children have access to a good range of writing materials, for example, writing during imaginary play taking messages and writing in the role play areas. They enjoy practising their early writing skills, as they copy the writing on the chalk board.

They recognise and name shapes such as circle, triangle, and square. They recognise colours and identify numbers one to ten and above. Children are learning about quantities and are beginning to use mathematical language such as less,

smaller, bigger and how much. Children are beginning to develop their understanding of simple subtraction and adding skills. Children have opportunities to take part in a variety of physical activities. They have great fun in the garden skilfully using equipment to develop their climbing skills. However, the outdoor area is in need of development to fully incorporate the six areas of learning, which would enhance and support children's development and learning.

Children have excellent opportunities to develop their imagination. They have access to a well equipped home corner area and an additional role-play area is set up throughout the year with varied topics, for example, hairdressers and a mechanic's workshop. Children show great delight and excitement as they role-play being in the hairdressers. They independently develop and extend their stories by the good props set up by the staff. Children are very good at deciding their roles and sharing ideas; older children are very enthusiastic in playing the teacher and telling the other children how to make the sounds of the different letters. Other children negotiate who is going to drive the train to the seaside.

Good hand-eye coordination is well promoted as children learn to cut with scissors; they are able to discover for themselves in which hand to hold the scissors to achieve the best results. They use pencils, glue sticks and paint brushes with good control. They enjoy exploring sound and rhythm. Children can sing a variety of songs from memory and they participate actively at singing time. Children are learning the rhythm of their name as they tap and count the number of beats. Through themed activities, they are developing a good awareness and understanding of their own and other cultures. For example, they learn about the world they live in as they celebrate different festivals. Children have opportunities to develop their skills with technology and use programmable toys with confidence. They have good opportunities to care for plants and are learning about how things grow as they observe and explore planting grass seeds in pots.

### **Helping children make a positive contribution**

The provision is good.

The setting is very welcoming and children attend from a variety of ethnic backgrounds. Staff provide activities and resources that positively represent the children who attend as well as the wider community. This helps children to develop a positive image of themselves and others. Children are effectively valued as individuals. Staff know the children well and enjoy their company. Children are caring towards one another and recognise that they each have different needs, in particular in the way in which they respond to people with special educational needs. For example, students and staff from the local special needs school visit the nursery. The children and students have a great time playing and taking part in activities together. At singing time all the children and students have fun joining in sing=songs together, they laugh and giggle as they choose different songs to sing.

Children with special educational needs receive good support. Their individual needs are well met through staff's sound knowledge of their care and developmental needs. Staff work closely with the parents and outside agencies to ensure their individual

needs are met for their child's well-being. The staff adapt their ways of working to ensure all children are included and able to reach their potential. Children are learning different ways to communicate with each other by the staff teaching them how to use sign language.

Behaviour is of a consistently high standard. Children have a good understanding of the boundaries and behavioural expectations of the nursery and share and take turns very well. They are learning to be polite to one another, as staff encourage the children to listen to each other. Staff have a great deal of respect for the children and this is evident in the children's behaviour and the calm relaxed atmosphere created by the staff. Older children show great concern for each other and enjoy the responsibility of helping and explaining routines and activities to younger children. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit from the close partnership developed between parents and staff and the value staff place on gaining parents' input. Staff obtain detailed information about each child's interests and individual needs from parents. Parents are able to stay as long as their child needs them. Detailed information about the nursery and the service it provides is available for parents, this includes regular newsletters.

Partnership with parents and carers of children who receive nursery education is good. Children's individual progress and achievements are discussed and shared through regular meetings with key workers and a written report. Parents can discuss their child's progress with the staff at any time. Parents spoken to on the day of the inspection spoke very highly about the nursery. They are very happy with the care, education and the progress their children are making.

## **Organisation**

The organisation is good.

The leadership and management of the setting is good. The provider is very committed to providing good quality care and education for children, and these aims are clearly understood by staff. The setting is very well organised and good communication means that routines and practice flow smoothly. Regular staff meetings and curriculum planning sessions effectively support effective team work. The provider works directly with the children and provides a very good role model to staff. The provider and staff work very well together as a team, consequently this is reflected in the good practice which results in the children being very happy and contented in the nursery. High importance is placed on training and the provider gives good support to staff to attend training. This helps to promote positive outcomes for children.

The provider and staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the provider maintains the child-staff ratios which helps to ensure that all children are secure and happily engaged in their activities. The nursery is very well organised. Toys and resources are easily accessible to help children choose for themselves. As a result, children are very independent.

All the required documentation which contributes to children's health, safety and wellbeing is in place. However, the recruitment and vetting procedures need to be updated in line with new changes to the National Standards, to help ensure children are well protected and cared for by suitable staff. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the recruitment and vetting procedures are updated in line with the new changes to the National Standards.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the outdoor play to fully incorporate the six areas of learning.



Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)