

# Ladybird Children's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY290526
<b>Inspection date</b>	25 March 2008
<b>Inspector</b>	Janet Fairhurst
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<b>Registered person</b>	Ladybird's Childrens Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Ladybird Children's Nursery is a privately owned nursery. It has been registered since August 2004 by Fabron Limited and operates from a purpose built building between the Newcastle Business Park and Noble Industrial Estate in Newcastle Upon Tyne. A maximum of 63 children may attend the nursery at any one time. The nursery is open from 07.30 to 18.00, 51 weeks a year. All children have access to a secure enclosed outdoor area.

There are currently 50 children from birth to under five years on roll. Of these, seven children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 11 members of staff to work with the children, of whom, 10 hold relevant childcare qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a warm homely environment. Their health is promoted through satisfactory procedures, such as hand washing to prevent the spread of germs and appropriate storage of babies' dummies. The children have good opportunities to develop their understanding of the importance of healthy practices through topics and daily routines. Effective routines are in place with regard to nappy changing and staff follow clear procedures when caring for babies and toddlers, such as providing clean bedding each day. The daily routine allows for all children to have periods of rest and activity, which suits their individual needs. Children are well cared for in the event of illness or injury as staff are trained in first aid and follow effective procedures for accidents, illness and the administration of medication. Clear records are kept in respect of accidents and medication and these are shared with parents and carers. Accident records are monitored on a regular basis to identify and prevent incidents reoccurring. Written permission from parents and carers to seek emergency medical advice or treatment is also in place. Consequently, children's well-being is promoted.

Children's growth and development is promoted through a range of balanced and nutritious meals and snacks, which includes a variety of fruit and vegetables. These are prepared fresh on a daily basis and cater effectively for all children's dietary requirements so that they feel included. Children enjoy the social interaction during meal times and are actively supported by staff. Children can access drinking water freely at all times. Staff are fully aware of children's allergies, therefore, enabling children's health needs to be effectively met. Records of what children eat and drink are provided for parents each day which help to keep them well informed.

All children benefit from regular outdoor play sessions where they develop and test their physical skills. These include using sit and ride toys and going for walks. They explore, test and develop physical control, for instance, when exploring age-appropriate climbing equipment and participating in ring games. Older children are frequent visitors to the local park, providing them with further opportunities to develop and enhance their gross motor skills. Babies and toddlers have their physical needs met well. They benefit from spacious accommodation and are able to move freely practising crawling and newly emerging walking skills. There are opportunities for children to pull themselves up on furniture and to move around to aid their development.

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

The provision is good.

Children are cared for in a setting where steps have been taken to make a friendly and welcoming environment. They are greeted by staff when they arrive and separate easily from their parents, demonstrating that they are comfortable in the environment. Children are cared for in appropriate groups in relation to their age and stage of development. A good range of safe and developmentally appropriate play materials are set out or stored on low shelving. Children are able to select activities and toys of their choosing which encourages them to be independent. The toys and resources are checked as they are laid out and broken ones discarded.

Children's safety is suitably promoted indoors, as risks and hazards are minimised. There are effective procedures for the safe collection of children, as parents are asked to provide staff with their own unique password which would be used in the event of an unfamiliar person

collecting their child. Good emphasis is given to helping children learn how to keep themselves safe. Children are reminded to hold the banister when using the stairs to prevent accidents occurring and know that they must walk when indoors. During outdoor visits children's attention is frequently brought to safety issues, for example, they understand why they need to hold hands and why they must stop and listen before crossing the road. These practices increase children's awareness of how to keep themselves safe. Good systems are in place to ensure children are kept safe in the event of a fire. The children practise the fire evacuation procedures so that they become familiar with the routines and learn about keeping themselves safe.

Children's welfare is effectively promoted in the event of any concerns regarding child protection. Staff demonstrate a good understanding of the types of abuse and possible signs and symptoms. They are familiar with the reporting procedures. All staff attend training to update their awareness of the procedures and safeguarding issues.

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

The provision is satisfactory.

Children are happy and enjoy their time at the nursery. They settle quickly on arrival and demonstrate familiarity with their key member of staff. Children know the routine well, enter the group confidently and leave parents with ease. They are keen to participate in the activities and play opportunities provided. The caring relationships established by staff increase children's sense of trust and help to develop a strong sense of self. Their personal development and self-esteem is satisfactorily promoted through appropriate support and encouragement from staff. Resources are age related within the playrooms and stored at child height. Children benefit from effective interaction with staff who get down to their level when they are playing and join in with their games. Children's language and communication skills are promoted by staff through conversation, questions and individual attention. These types of activities all contribute to helping children progress. Staff engage with the children, speaking to them appropriately and being kind and caring towards them. They praise children to encourage their efforts further, such as when babies and toddlers try to feed themselves, so helping to develop their self-confidence.

Children under two benefit from routines consistent with their experiences at home. Appropriate systems are in place between parents and staff which ensures that they are cared for in line with their own routines and they are able to sleep or rest according to their individual needs. They are developing early communication skills as staff warmly interact with them through play and everyday activities, such as nappy changing, feeding and singing. Staff are using the 'Birth to three matters' framework when planning activities for children aged under three years. This helps them to ensure that all areas of children's development are being considered. Staff are beginning to take observations and record children's achievements which are used to influence the programme of activities offered. Babies and younger children are provided with opportunities to explore their senses, for instance, when they play with paint, pasta and the treasure basket.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a satisfactory understanding of the Foundation Stage curriculum, and they provide sufficient challenge to help children learn. Appropriate planning is in place which covers a range of topics and includes the learning intentions which are linked to the stepping stones. Staff are beginning to record children's achievements in individual folders, which includes some photographic evidence, children's work and observations. However, dates are not recorded which helps to monitor children's progress

and achievements. Staff are caring and affectionate towards the children; their gentle and consistent approach sets a good example and children behave well. Staff consistently praise children for their efforts and achievements which contributes to their good levels of confidence and developing self-esteem. For example, their eagerness to share news and experiences in whole group times.

Children have positive attitudes to play so they achieve well during their time in the nursery. They show a sense of belonging as they greet staff and their peers on arrival. Children are sociable and have formed effective relationships with each other and staff. They behave well, responding positively to the boundaries set. They work together cooperatively by sharing equipment and taking turns. Children show interest in their play as they select and carry out activities. They concentrate and sit quietly when appropriate. Their self help skills are good, as they confidently go to the toilet and wash their hands by themselves. Most of the children recognise their own name. They show an interest in making marks on paper to represent meaning, and older children are learning to form recognisable letters correctly. This is extended further as children record their news through drawings or through staff acting as their scribe. Children understand and use numbers in their play. Some children count freely during their play, some counting beyond 10. Children have a sound knowledge of simple shapes and are beginning to recognise some of their properties. Most children know the difference between a square and a rectangle and are able to compare these with everyday objects. For example, the children point out that the table and the drawer is a rectangle.

Children have a computer available to foster their interest in information and communication technology and to develop their hand and eye coordination when using a mouse. Children's creative skills are encouraged on a daily basis. They are able to engage in activities, such as sand, water and messy play, which allows them to explore shape, colour and texture. Children's manipulative skills are supported effectively by controlling small tools, such as rolling pins, pens and paintbrushes. Children go outside each day and use equipment, such as hoops and wheeled toys. They frequently engage in self-initiated activities that help them to express their ideas and develop their imagination further. For example, a group of children used various writing tools to create their own drawings of monsters. Children clearly enjoy creative activities, including making play dough, painting and sticking. This promotes their self-expression and coordination whilst having fun.

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

The provision is satisfactory.

All children are valued and respected as individuals. Staff tailor children's admissions to the setting to help them settle quickly and with minimum stress. Children's confidence and self-esteem is being promoted well by staff with the use of praise and encouragement on arrival and during their play throughout the day. Staff promote and manage behaviour well and children are beginning to understand right from wrong and are well behaved. Good manners are encouraged and children are actively encouraged to share, take turns and to help one another. Children's spiritual, moral, social and cultural development is fostered. Staff have some experience of caring for children with learning difficulties and disabilities. They have attended relevant training and show a positive attitude to providing an inclusive environment. The staff's appropriate attitude to equal opportunities ensures children have a suitable awareness of the wider community, for instance, when discussing people's differences. This is supplemented with a reasonable selection of resources reflecting positive images of the world they live in. They also celebrate a range of festivals with children that represent their own and other cultures, such as Christmas, Easter and Chinese New Year.

The partnership with parents and carers is satisfactory. Parents are offered appropriate information about the setting in the form of a nursery booklet. This explains the setting, policies, hours, and gives parents across the age groups information on the care. Although general information is collated from the parents this is not recorded fully. Therefore, staff do not always have an accurate understanding of each child's starting point. Information is shared with parents and carers daily, both verbally and with written diaries. Consequently, they are aware of the activities their children have participated in. Plans are displayed to help inform parents, however, there are no formal arrangements in place to invite or support parents to become involved in extending their children's learning at home. Parents and carers speak warmly of the flexible settling in process and of what staff do to look after their children. They find staff approachable and friendly and very caring towards their children.

## **Organisation**

The organisation is satisfactory.

Children are cared for by adults who have been vetted and are suitable, promoting their safety. Staff promote the well-being of children. They sit and play with the children, give comfort when needed and one to one support. Staff work together to ensure that the children feel secure and settled. They are friendly and approachable and engage parents, children and visitors in conversation. They use a key worker system to provide continuity of care for children and this ensures children are cared for in accordance with their parents' wishes. There are effective recruitment and vetting systems in place to ensure children are well protected. A formal induction programme has recently been introduced for new staff which ensures all staff are clear about their roles and responsibilities within the setting. Formal systems to appraise and monitor the professional development of staff have been successfully implemented. Policies and procedures are in place. Records required for the efficient safe management of the provision and for children's well-being are in place. However, the system used to record children's arrival and departure is not consistently monitored to ensure it is accurate.

Appropriate use of time enables children to participate in a variety of activities both indoors and out. Staff are suitably deployed, enabling children to participate independently and in groups. However, a record is not maintained of where staff are deployed to and which group of children they are working with.

The leadership and management of nursery education is satisfactory. Staff have a secure knowledge of the Foundation Stage and are motivated, aiming to provide good quality education for all children. Staff undertake regular training and attend meetings to share and discuss practice. The manager shows a keen interest in the professional development of the staff team, by highlighting training courses that are available. Monthly team meetings and yearly individual supervisions enable her to monitor activities taking place in the nursery. The manager has a hands on role within the setting, speaking to staff on a daily basis and responding positively to their ideas. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery was asked to increase children's opportunities to practise independence during meal times and to ensure resources were available to allow children to learn about differences and children's home languages. The nursery have addressed both recommendation. They encourage older children where possible to serve their own meal at lunch time, children pour their own drinks and help to serve fruit at snack time. Appropriate

resources are made available to children in order for them to develop their understanding of the differences and similarities they have with others. The improvements made enhance children's overall learning and development.

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

Since the previous inspection there have been three complaints about the provision. Ofsted received concerns in relation to National Standard 2, Organisation and National Standard 7, Health in June 2007. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. An action was raised and satisfactory met by the provider. Ofsted was satisfied the provider remains qualified for registration.

In July 2007 Ofsted received concerns relating to National Standard 1, Suitable Person and National Standard 2, Organisation. The compliance, investigation and enforcement team initially wrote to the registered provider who provided a response to the concerns raised. A childcare inspector then visited the provision in September 2007. Actions were raised and have been satisfactorily met by the registered provider. Ofsted is satisfied that provider remains qualified for registration.

In January 2008 Ofsted received concerns relating to National Standard 1, Suitable person. The concerns were originally shared with another agency. A childcare inspector from Ofsted then visited the provision in February 2008. An action was raised with regard to National Standard 2, Organisation. Ofsted are satisfied that the provider has taken appropriate action to address the concerns raised and that the provider remains qualified for registration.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- devise ways of collating and utilising parents observation of their children's learning to help provide staff with a starting point for learning
- improve and monitor the system used to record children's arrival and departure to ensure its accuracy
- ensure a record is maintained of how staff are deployed throughout the whole of the nursery.

## **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):

- provide parents with greater opportunities to become involved in their children's learning
- ensure assessment records are dated to help monitor children's overall progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)