

# Ladybirds Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY281331
<b>Inspection date</b>	04 July 2007
<b>Inspector</b>	Anne Gunston
<b>Setting Address</b>	Karingal, Bracklesham Lane, Bracklesham Bay, Chichester, West Sussex, PO20 8JA
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<b>Registered person</b>	Suzanne Blunden
<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 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?

Ladybirds Day Nursery opened in 2004. It is privately owned and operates from detached, single storey premises in the seaside village of Bracklesham Bay near Chichester, West Sussex. Children use three main rooms plus a separate sleep room and there is a fully enclosed garden for outside play.

The nursery serves the local area and villages beyond. There are currently 54 children on roll. This includes 23 children who are in receipt of government funding for nursery education. The setting currently supports children who have learning difficulties and/or disabilities, and children who have English as an additional language.

The group opens Monday to Friday all year round, from 07:45 until 17:45; children may attend for a variety of sessions.

There are eight staff employed to work with the children, alongside the owner, who is suitably qualified and experienced. Of the staff team, five hold early years qualifications to NVQ level 2 or 3. There are three staff currently working towards a recognised early years qualification.

The setting receives support from a mentor from the local authority Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's dietary needs are promoted well at nursery. The owner, staff and cook work together to plan nourishing snacks and meals, and always consider parent's preferences and children's personal requirements. Typical meals on offer include roast chicken with vegetables, or vegetable lasagne. Cooling drinks of milk, fruit cordial or water are provided, and snacks of fruit and raw vegetables are offered mid-morning and afternoon. Children's emotional well-being is fostered as they all enjoy affectionate relationships with staff. Meal times are sociable occasions, where children and staff sit comfortably together at the tables enjoying conversation. Young children receive plenty of practical help from staff, and babies are held closely as they are fed according to their individual routine. Older children are learning to serve themselves, and able to choose extra quantities of their favourite foods.

Children's health is protected by the staff's good hygiene practice. For example, when changing nappies, staff wear disposable gloves and aprons, and are vigilant in closing the door to protect children's privacy. Staff apply sun cream to children's exposed arms or necks, and take drinks into the garden, ensuring children are protected from the worst effects of any hot weather. The premises are generally clean, staff monitor the equipment used directly by children and do essential cleaning throughout the day. Young children sleep comfortably and quietly in cots or buggies in a separate room; bedding is changed frequently. Staff support all children well as they develop independence. For example, step stools and toilet seats are available to children to help them use the toilet and washing facilities independently. Staff work with parents to identify when children are ready to take the next steps in gaining control of their bodies. All staff hold relevant first aid qualifications, and the nursery maintains well-stocked first aid boxes. Records are kept of any medication children need, or accidents which happen at nursery. These are clearly documented and shared with parents, to ensure the care of the children is consistent.

Children have good opportunities to play outside, staff take them into the garden in small groups to enjoy fresh air, whenever weather permits. Children acquire good physical skills. They enjoy digging in the sand tray, or climb and scramble through the climbing frame and slide. Older children use similar equipment, and scoot or pedal on cycles. Children are learning to control their bodies when staff set up challenging obstacle courses. Children gain in confidence as they climb steps, slide down, build a tower with large blocks then run to touch the gate and return to give staff 'high five'. Staff ensure all children are included and share out the responsibility of working the stop watch to monitor who is fastest. All children take part in walks in the locality, to the duck pond in the village or the sea front nearby.

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

The provision is good.

Children benefit from a very safe, secure environment where staff complete visual checks of all areas to ensure accidents are minimised. Children are learning how to keep themselves safe through reminders by staff, for example, to carry equipment with two hands. Children are able to safely select toys and play materials for themselves, as a good selection of colourful,

up-to-date resources are stored within their reach. Additional resources are used in rotation, to maintain children's interest and provide plenty of learning opportunities.

There are effective procedures in place to protect children. Fire drills take place regularly, and records are kept of any areas which need improvement. Access to the nursery is constantly monitored by staff, the inner door is locked and visitors are challenged. Children are well supervised at all times. Staff provide re-assurance for parents as they insist on the use of a password system to ensure children are kept safe. The nursery make sure that electrical and safety equipment is maintained appropriately. For example, checks are done on fire extinguishers and smoke alarms each year by qualified contractors. Staff do essential cleaning of toys and equipment used directly by children each day. They take responsibility for ensuring that children use clean, hygienic toilet and washing facilities. However, some painted surfaces are flaking and areas behind radiator covers are dusty. There are no systems in place for more thorough cleaning or maintenance of the nursery premises.

Staff have a thorough knowledge of child protection policy and procedures. The owner is responsible for working with the child protection team to promote children's well-being. Staff know the signs and symptoms which may indicate a child is at risk. They keep detailed, confidential records of any existing injuries to children in their care, which enables them to monitor any changes and protect the children's welfare.

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

The provision is good.

All children in the nursery enjoy being together, and settle quickly into the nursery routine. Staff are using the Birth to three matters framework to plan activities which are developmentally appropriate for younger children. They use their knowledge of the children when observing them in play, and record children's achievements; they closely monitor that each child is making good progress. These records stay with children as they move throughout the nursery, which enables the transition to be smooth. At times of separation, children are encouraged to wave goodbye and often blow kisses to their parents. Children new to nursery are taken around and introduced to everyone, to promote trusting, secure relationships between all children and staff. Children also benefit from having a great deal of contact with older children, who may be siblings, throughout the day. They meet up with staff who were responsible for their care, and gain gradual introduction to those who will be in future. Children are very familiar with the whole staff team but relate comfortably to key staff, who sit close by and support their play at floor level. Children often initiate their own play, this is possible as staff display toys within easy reach.

Toddlers experience a wide range of activities, which are planned alongside those for older children. Staff have clear understanding of how to differentiate their expectations of children, and use of resources, although this is not included in plans. Children enjoy being creative in their play. For example, they experiment with magnetic characters to see if they attach to the radiator, with positive encouragement from staff. Children enjoy joining in with music and movement; they listen closely and join in with Sticky Kids CDs. Children find their voice and shout 'go' and 'horsey' as they pretend to gallop along in time to the music.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the Foundation Stage curriculum, and use it effectively to plan activities which cover all

areas of learning. All staff are making relevant, worthwhile observations of children's achievements, although they do not link them at the time to each area of learning. These records are passed to the pre-school room leader, who is able to monitor the children's progress by weekly reference to each child's individual record of achievement. The activities are assessed overall for effectiveness, and staff use this information to inform future plans. However, the plans are not sufficiently detailed to show how individual children will be enabled to progress, this depends on staff's frequent sharing of information.

Children have a really positive attitude to their learning. They show clear understanding of how to behave and are able to negotiate with each other during their play. For example, when painting children take turns to use the bottles of paint, mixing the colours creatively. Staff recognise children's growing independence. They offer encouragement and support to children squeezing the bottles, and prompt them to judge how much paint they need. Children are secure and confident at nursery. They know that they are special to the staff and are treated fairly. Children are keen to be chosen as the 'special person' for the day; staff have good systems in place to ensure that each child enjoys this experience. Staff also use effective strategies to develop children's self-control. During the mid-morning and afternoon break, children wait patiently until a wrist band is available, which indicates that there is space for them at the snack tables. Children are becoming good communicators; they talk expressively about things which have happened at home, or describe insects they capture in the garden. Children enjoy using equipment such as the two-way viewer to observe living things, and spend a great deal of time at this task. Children read books for enjoyment, they often help themselves to these and ask staff to read to them. They settle down quickly when it is time for a story for the whole group, many predict the end of the story. Children generally concentrate well at this time, and cope well with the younger children who stand in front of them to be able to see the book more clearly. There are many opportunities for children to write and make marks as they play, for example, children decide to write using clipboards and pencils in the home corner. In addition, staff ensure children receive some one-to-one time with an adult to develop their writing skills. Children willingly write in their own 'red book'. Older children who can competently form all letters of the alphabet are prompted to learn to write the names of friends as well.

Children's mathematical knowledge is developing well. They use number language confidently, and staff provide spontaneous, practical opportunities each day to practise these skills. For example, children begin to lay out counters on the floor and count up to 20; they are joined by staff with extra resources and count on to 30 and above. Older children are able to calculate when there are not enough chairs for everyone, and solve the problem by suggesting that some children sit on the floor. Children learn to compare the shape and size of objects, for example, when they sort through the nursery's stock of wellington boots in preparation for play in the garden. Children are becoming competent users of equipment, such as, the interactive globe, CD players and binoculars. They are familiar with using computers to create art work or work their way through educational programmes, although this equipment is not left on throughout the day. Staff organise exciting experiences for children to observe the natural world. Children have recently watched the hatching of chickens in an incubator, and been able to hold the baby chicks. Plans are in place for children to see these chicks in their new home, to monitor their growth and progress.

Children develop their physical skills and dexterity by using large and small equipment. For example, when outdoors, children dig and mould in the sand and soil. They create towers with large construction toys and are learning to judge how far to stand back, as staff prepare them for it to fall down. Staff provide opportunities for children to enjoy moving their bodies. Children learn to be aware of others as they play musical chairs. Staff are energetic and enthusiastic at

all times in their interaction with children. For example, they show no inhibitions in playing the 'air guitar' to the music, increasing children's enjoyment of the activity.

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

The provision is good.

The nursery provides an inclusive environment for parents and children, where all are encouraged to care and show thought for each other. Children gain understanding and respect for different cultures, as they use an extensive range of play materials which reflect diversity in their everyday play. These include puzzles, dressing up clothes and books; the nursery environment is colourfully decorated with posters reflecting positively on difference, such as The Hand of Friendship Has No Colour. Staff have good knowledge of children's individual needs, and consult with parents frequently to ensure these are met. Information is exchanged in a friendly manner each day as children arrive or are collected. Additional written information is provided for parents of young children, for example, concerning the timings of sleeps, feeding routines, and activities children have enjoyed.

Children who have English as an additional language, and those with learning difficulties or disabilities, are well supported at nursery. Staff work closely with parents and health professionals; they request the involvement of support workers from West Sussex First Visiting Team. This ensures that children receive ongoing support and have access to specialist equipment, enabling them to be fully included in nursery activities. Children's behaviour is well managed at all times. Staff are firm and have clear expectations; children are encouraged to say 'please' when asking for items. Staff always reward good behaviour with praise, and often a sticker which boosts children's self-esteem. Unwanted behaviour is ignored, and children are allowed to calm down at their own pace, whenever it is safe to do so. Children's spiritual, moral, social and emotional development is fostered.

Partnership with parents is good. Parents are invited to meet with staff once a term to discuss their children's progress and see examples of their work. Information on the noticeboards, and in regular newsletters, informs parents of the topics planned. Parents are invited to share any skills they have, for the benefit of all children attending. The nursery has systems in place to seek information from parents on how they could improve the service they provide.

### **Organisation**

The organisation is good.

The owner of the nursery has sound knowledge of the National Standards, and her responsibilities as an employer. She works alongside staff, which enables her to monitor their performance and support them in their work. This results in a committed, keen team of staff who work well together. Staffing ratios are maintained throughout the nursery, so children are appropriately supported. Staff make good use of all areas of the nursery. There is a well planned but flexible routine, and good communication between staff, which means children benefit from using a stimulating, safe and generally well maintained environment. Effective systems are in place to recruit suitable staff; the owner involves existing staff in the selection process and seeks to employ individuals who are qualified, and have skills and aptitude in caring for young children. Comprehensive references are sought, and the induction of new staff is carefully planned. All necessary documentation, essential to support the operation of the nursery, is in place. The nursery meets the needs of the range of children for whom it provides care and nursery education.

Leadership and management is good. The owner works closely with the team of staff to plan both the Birth to three matters activities and the Foundation Stage curriculum. She takes complete responsibility for monitoring that staff deliver both effectively, and review the children's individual records periodically to ensure that they are an accurate reflection of children's progress. Regular staff meetings are held, where staff discuss children's progress and plan future activities. Staff are encouraged to assess their own performance prior to the annual appraisal by the owner. The staff team are well qualified, and further training in all aspects of early years work is encouraged and supported.

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

At the last inspection, the nursery were asked to improve the safety of the environment with regard to the height of stereo equipment, the security of internal doors and storage of cleaning materials. It was expected that staff increase interaction with babies when feeding them in highchairs. In addition, the nursery were asked to increase their knowledge of the role of a Special Educational Needs Co-ordinator.

Prompt action was taken to remedy safety issues and provide a safe environment for children. Internal doors cannot now be opened by children; cleaning materials, the stereo and computer consoles are secured, or out of children's reach. Staff position themselves well when feeding children in highchairs. One member of staff sits on a high stool close to the children, and all staff keep up animated conversation as they feed children or support them in feeding themselves. Younger children are held comfortably by staff for bottle feeding at meal times. The nursery have identified a member of staff to take responsibility for children who have additional needs. She has completed relevant training and has a good understanding of her role.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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**

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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 all areas of the nursery are appropriately cleaned and maintained

## **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):

- ensure curriculum plans are sufficiently detailed to show how all children will be enabled to make 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)