

Ladybird Day Nursery

Inspection report for early years provision

Unique Reference Number 259998
Inspection date 12 October 2007
Inspector Sheena Osborne

Setting Address The Lindens, 24 High Street, Fenstanton, Huntingdon, Cambridgeshire, PE28 9JZ

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Registered person Mary Crosby

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.

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?

The Ladybird Day Nursery is well established and has been operating for approximately 31 years from a spacious old house on the high street in the village of Fenstanton. The provision offers four main rooms, toilet areas, a large kitchen and a good sized garden.

There are currently 70 children under five years on roll. Of these, 13 children receive funding for early education. Children can attend either full or part-time. The nursery is open from 07:30 to 18:30 throughout the year, closing only for bank holidays and the week between Christmas and the New Year.

The nursery employs 16 members of staff who are suitably experienced. Of these, 13 staff have early years qualifications to NVQ Level 2 or 3 and two staff are working towards a qualification. The manager has Qualified Teaching Status and Early Years Professional Status.

A key working system is in operation and the nursery follows the 'High scope' method of learning for young children. Good relationships are fostered with the local school and the Acorns, the local out of school club.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Robust vetting procedures ensure that children are cared for by suitable staff with appropriate experience and qualifications. Effective induction training ensures that new staff gain a full understanding of the policies, procedures and practices of the nursery. The staff team is open to new learning and attend regular training courses to ensure that their knowledge and skills are regularly updated and refreshed. All rooms and resources are well organised so that children have the facilities to meet their needs and the space to move around and gain confidence in their environment. Children are grouped according to age and ability and this is generally effective although some large group times do not always meet the needs of all children.

Confidential records are stored securely. A good range of policies and procedures and other legally required documentation are in place to support practice with minor improvements required to medication records and risk assessments.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. All areas are clean and well maintained. The staff have a good understanding of the nursery's safety procedures and policies which they implement effectively to reduce the risks to children from any potential hazards. For example, they monitor access to the premises and keep a record of all visitors. The nursery's risk assessment procedures are effective although not all are adequately documented.

The provider has safety assessments in place, for example, annual checks are carried out on all electrical and gas equipment. Regular risk assessments are in place which ensures children's safety. These are monitored by a designated member of staff. However, they are not always documented effectively with the action taken and timescale. Children use stimulating and safe equipment which is appropriate to their age and stage of development. This is stored on accessible shelving or in containers. This enables the children to move around with ease, independently selecting toys, activities and equipment which support their individual interests. Staff explain dangers to children so that they understand and learn to keep themselves and others safe, for example, why it is unsafe to run inside. Children and staff practise the fire drill frequently so that they are confident about the procedure. This helps to protect them in an emergency.

Children's welfare is well safeguarded. There are good systems in place to ensure that staff are aware of their responsibilities towards protecting children from harm and neglect. For example, most staff have attended training in this area and clear methods of recording concerns or existing injuries are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Babies receive good attention from staff, who positively interact with them. They sit on the floor and become involved with their play, making good use of facial expressions. Children are provided with a variety of natural and man-made resources and enjoy the use of treasure baskets

and heuristic play. They are provided with many opportunities to explore and investigate different textures whilst playing with sand, activity boards with a variety of locks and handles, and investigate the different textured fabrics and smile with delight as they experiment with glue whilst making collage pictures.

Toddlers experience a varied range of activities. They are able to freely access resources and there is a sound balance of adult-led and child-initiated activities. They are interested in painting and drawing and confidently involve adults in their play. For example, a child asks an adult to help her create a picture of her hand. She gives the adult the crayon and explains to the adult that she would like them to draw around it for her. Children attending the toddlers area have resources appropriate to their age and stage of development. Sand and water trays are of an appropriate height allowing children easy access to them.

Staff in the toddlers room use the 'Birth to three matters' framework when planning. They observe and record children's progress. These observations are used effectively to inform planning. Therefore planned activities are purposeful and support children's learning and development effectively. Staff in the babies room make observations and record children's progress, although this is not currently used to influence planning and the programme of activities.

Nursery Education

The quality of teaching and learning is good. Staff working with funded children are qualified or working towards a recognised qualification. Although staff are currently taking part in training on the Foundation Stage, they have a sound working knowledge of the curriculum. It provides clear links to the early learning goals, details the stepping stones and learning intentions for all activities. Staff plan meaningful activities that build on children's interests and enable them to learn across all areas. They interact well with the children and are actively involved in the activities alongside them. Staff observe and assess children daily. These assessments are used effectively to guide the planning process and ensure that children progress well. Toys and equipment are organised effectively enabling children to easily access additional resources to support their play and learning. Children have the opportunity for free play which enables them to follow their own interests. Although adult-led sessions are of good quality there are times when these whole group activities do not meet the needs of the younger children due to the duration of these. For example, registration followed by singing which is then followed by a French lesson. These sessions extend well beyond the younger children's ability to listen and concentrate. As a result, they become restless and uninterested.

Children are actively involved in many activities which help them to gain a greater understanding of themselves and the world in which they live. They look at nature in the garden and learn about their local environment during walks to the local park, where they collect conkers and talk about autumn colours. Children build and construct using a range of objects and tools. They explore texture using a variety of materials in their play such as sand, shaving foam and water. They gain some awareness and understanding of technology through the use of equipment such as calculators, Bee-Bot and the computer. However staff are not always able to fully support children learn in this area due to their lack of knowledge and understanding of how the equipment works. Children are confident, independent learners who are keen to join in the planned activities and make choices and decisions on their own. They help each other tidy away and are becoming responsible for their own self-care. The praise and encouragement that they receive from staff helps to develop the children's self-esteem and confidence.

Children count, measure and use mathematical language spontaneously throughout the day. They develop basic calculating skills and an understanding of shape, measure and numerals during planned activities. During story time children talk about size comparing big and small. They measure cups of flour and water when making play dough. They look at 'more' and 'less' when dividing out resources for a game of 'Pop up pirate'. Children enjoy a range of first-hand experiences that allow them to explore and investigate. They dig in the garden and look for worms and make observation of the newly grown grass.

Helping children make a positive contribution

The provision is good.

Children learn about diversity and the wider world by accessing a good range of play resources and activities that reflect positive images of race, gender and disability, and by celebrating different festivals. Children are encouraged to work together and support each other, helping them to develop their understanding of differences and similarities and to become aware of the needs of others. They are well behaved, have warm and affectionate relationships with staff and each other and play together harmoniously. Staff are good role models and have suitable strategies in place to help children understand the rules for good behaviour so that they know what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

Children attending with learning difficulties and/or disabilities are well supported and their needs are met. Staff work closely with the parents to ensure that the necessary support and care is provided to meet their child's needs. Information is gathered from other professionals with additional support in the form of one-to-one workers if necessary and activities are adapted to ensure that children are included.

Partnership with parents and carers is good. Children benefit from the good relationships and informal contact between their parents and staff. Children's individual needs are met as the nursery collects information from parents that enables them to provide appropriate care and attention. Parents are well informed about the nursery through a variety of ways, including information in the parent prospectus, details displayed on the notice board and regular newsletters. Parents are encouraged to contribute ideas through parent questionnaires. Staff provide parents with good information on the Foundation Stage through parents' evenings and written information. Children's progress is shared regularly with parents and they are encouraged to add their observations to their children's achievement records.

Organisation

The organisation is good.

Robust vetting procedures ensure that children are cared for by suitable staff with appropriate experience and qualifications. Effective induction training ensures that new staff gain a full understanding of the policies, procedures and practices of the nursery. The staff team is open to new learning and attend regular training courses to ensure that their knowledge and skills are regularly updated and refreshed. All rooms and resources are well organised so that children have the facilities to meet their needs and the space to move around and gain confidence in their environment. Children are grouped according to age and ability and this is generally effective although some large group times do not always meet the needs of all children.

Confidential records are stored securely. A good range of policies and procedures and other legally required documentation are in place to support practice with minor improvements

required to medication records and risk assessments. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management is good. The provision for nursery education is monitored and evaluated through various methods. These include discussions, observations and feedback from parents. These steps help to enhance the quality of care and learning for all children. The management and staff demonstrate commitment to further improving the provision in line with new initiatives such as the Early Years Foundation Stage. An effective appraisal system ensures that staff have a clear understanding of their role and identifies further training needs.

Improvements since the last inspection

At the last nursery education inspection there were no key weaknesses noted but consideration was asked to be given to the development of the use of children's assessments and parental contribution to assessment records. Assessments are used effectively to inform planning which ensures that all children make good progress in their learning and development and parents have opportunities to contribute their own observations of their children's learning.

A recommendation was raised at the last care inspection, regarding organisation of areas and deployment of staff to further reduce any risk from potential hazards. This has been suitably addressed since the last inspection. Lastly a recommendation was raised to ensure good hygiene practices are in place regarding hand washing. Children are learning about the importance of good hygiene routines including hand washing and this is effectively promoted by staff.

Complaints since the last inspection

Since 1st April 2004 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.

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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 parents acknowledge any medication administered to their child
- develop risk assessment procedures to ensure that they are adequately documented.

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 that whole group times meet the needs of all the children
- develop staff knowledge and understanding of the use of information technology equipment so that they are able to effectively support children.

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