

Ladybirds Private Day Nursery Limited

Inspection report for early years provision

Unique reference number EY299501
Inspection date 17/02/2009
Inspector Jacqueline Patricia Walter

Setting address St Oswalds Centre, Church Side, Methley, Leeds, West
Yorkshire, LS26 9BJ

Telephone number 01977 554443

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Ladybirds Private Day Nursery opened in 2005 under a limited company. It operates from four rooms, within a grade two listed school house in Methley, near Leeds, West Yorkshire. The setting has close links with a local school providing an out of school provision on their site. They also offer a wrap-around service from Ladybirds nursery to the school nursery throughout term time. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, except for bank holidays.

The setting is in receipt of funding for the provision of free early education for children aged three and four and is registered for 53 children in the early years age range. There are currently 87 children on roll in this age group. Children attend from surrounding areas and the nursery supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

The nursery employs 18 members of staff, of these 14, including the manager, hold appropriate early years qualifications. There are three staff members working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are safe and secure at all times and enjoy their learning. Staff plan and use their knowledge of how children learn appropriately to promote most aspects of their learning and welfare. However, their knowledge of supporting children with learning difficulties and/or disabilities is limited. Inconsistencies in the planning system and the assessment system, means that the promotion of some children's development is restricted. It is therefore not clear if all children are making progress given their ages, abilities and starting points. The partnership with parents and some other agencies is very good overall and contributes to ensuring most children's individual needs are met and that they receive any additional support they need. A commitment to continuous improvement and regular self-evaluation by the manager and staff team ensures that most priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of most of its users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop resources, which enable children to independently develop skills in techniques, materials and planning in design and making
- extend records regarding existing injuries to include the reasons they have occurred.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop staff's knowledge and understanding of the assessment systems to ensure a systematic approach, which ensures each child is regularly observed and assessed and helped to progress in their learning and development (Organisation) 03/03/2009
- develop staff's knowledge and understanding of the Special Educational Needs Code of Practice (Safeguarding and welfare). 03/03/2009

The leadership and management of the early years provision

The management structure is clearly defined and there is an appropriate key worker system in place, which works effectively in most cases. The management and staff are committed and enthusiastic in striving for improvement, which results in the quality of care and learning being promoted well in almost all areas. For example, staff and parent's views are sought through questionnaires and the registered person uses a self evaluation form effectively to continually improve the overall provision. This results in annual action plans being devised, implemented and reviewed. However, staff are unable to have full regard to the Special Educational Needs Code of Practice as a result of not having a full understanding of this system.

Good safeguarding procedures ensure that children are protected well. Although additional information, such as recording the reasons that existing injuries are caused are not currently taken account of. All staff have completed Safeguarding Children and paediatric first aid training and are fully aware of their roles and responsibilities. Vetting and recruitment procedures are robust. For example, there is a very good induction procedure implemented, which includes staff signing the written policies and risk assessments to acknowledge their understanding. This ensures children are safe and well protected.

Partnerships with parents are promoted very well. Parents have access to written copies of policies and procedures at all times and can request a copy if required. Good quality information both on the Early Years Foundation Stage and general information is shared. For example, parents receive a welcome pack and news letters on what is happening within the setting. Detailed systems are in place to encourage parents to share what they know about their child and inform the parents of children's progress. In particular, parents have daily access to written records known as monthly books, recording the children's activities and particular achievements in their learning. Parents are informed they can access children's development files at all times and are invited to attend parents evening every six months to discuss children's progress. Staff have started to collect appropriate information on children with learning difficulties and/or disabilities from outside agencies and use it to establish starting points. There are strong links with the

local school and playgroup, which in turn, appropriately supports most children's progress.

The quality and standards of the early years provision

The setting provides a stimulating and challenging child friendly environment where children freely choose and explore interesting resources and a wide range of activities, which cover most areas of development. However, there are limited stimulating resources available for them to independently develop skills in techniques, materials and planning when designing and making. Staff have very recently changed their observation system in order to make it less time consuming and more effective. However, despite all staff being involved in the planning of this, the implementation of this new system is currently inconsistent. For example, some children are being observed once a month, whilst others considerably more, and some staff are still using the old assessment method. In addition to this, the overview system that demonstrates in what areas children are being observed, is not being completed in all cases. As a result, all children's progress is not currently being promoted effectively.

Children are able to freely access the resources and toys of their choice and staff interact well, following the children's lead and extending their knowledge and skills. For example, when a child says he is going to weed the vegetable patch, staff show him the onion stems and talk about the colour and shape of the stems so he does not pull these out. Staff enthusiastically join in with activities such as 'Wake up and Shake Up' which effectively encourages children to be motivated in developing their health and physical skills. Lots of communication using open ended questions, such as which one is full and which one is empty, encourages children to focus and concentrate on their activities. Key staff are aware of children's individual interests and learning needs and bring this information to planning meetings. However, the planning documentation does not clearly identify this information and therefore results in staff missing some opportunities to promote individual learning and development needs, particularly with children who have learning disabilities and/or difficulties.

Children are developing a very good understanding of health and bodily awareness through good everyday hygiene practice, which is effectively demonstrated by staff. They have opportunities to serve themselves from healthy options of fruit and vegetables at meal times and participate in activities, such as making collages of healthy foods, which are then turned into their own table mats. This in turn, helps them to independently identify their table places through either their hand written name or pictures they have used. Staff use good methods to manage behaviour, such as lots of verbal praise and rewards, which results in children being motivated, interested and behaving very well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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