

# Ladybird NHS Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY279099   |
| <b>Inspection date</b>         | 05/03/2009   |
| <b>Inspector</b>               | Janette Elaina Lockwood                                |
| <b>Setting address</b>         | 8-10 Cardigan Avenue, Westcliff-on-Sea, Essex, SS0 0SF |
| <b>Telephone number</b>        | 01702 385330   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Ladybird NHS Nursery opened in its present location in 2004. The setting operates from a large converted house adjacent to Southend Hospital in Essex. The nursery building has two levels, with a lift to the upper floor. There is a fully enclosed garden for outside play.

A maximum of 68 children may attend the setting at any one time. Children come from a wide catchment area as most of their parents are Health Authority employees within the Southend area. The provision is open from 06.45 to 19.00 all year round. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 126 children in the early years age range attending. 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 setting employs 23 staff. Of these, 21 hold appropriate early years qualifications. There are currently six members of staff who are undertaking further professional development.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the early years provision is good. Very clear policies and procedures are in place to establish what each child requires whilst in the setting, helping the key person to effectively plan to meet their individual needs. This enables children to settle in well and become confident learners. The setting skilfully addresses inclusion in all areas of practice in order to ensure that no child is disadvantaged and receives equal chances in their care, learning and play.

Practices are evaluated successfully across the provision and the views of staff and parents are taken into consideration to identify and address any weaknesses. The setting places a high emphasis on improving the quality of the provision by working steadily towards implementing changes to benefit service users. As a result, there is continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- make provision in a space or partitioned area, for children who wish to relax, play quietly or sleep, equipped with appropriate furniture
- ensure outdoor environments offer children aged under two years the freedom to explore, use their sense and be physically active and exuberant
- ensure there is time to observe children aged between one and two years, as part of the daily routine and analyse observations to regularly plan children's next steps.

## **The leadership and management of the early years provision**

The leadership and management of the early years provision ensures staff are focussed on what is best for children by using the Early Years Foundation Stage (EYFS) throughout practice. The management and staff team show a good understanding of the requirements and how this can be used as a basis to promote a good quality provision. They regularly review their policies and procedures and monitor their own effectiveness thoroughly, by seeking parents' views, for example, on the meals and foods provided.

Strong partnerships with parents have been developed to give them influence over how the nursery operates and therefore how their children are cared for and includes invitations to take an active part in the setting by joining the committee. Staff relay a good level of relevant information about the setting and how children are learning and developing, sharing information about their care. For example, daily record sheets are provided for parents and there are regular opportunities to share in their children's progress records and speak to their key person. Furthermore, the staff have a good understanding of the importance of working with other settings that care for the same children.

A thorough system of self-evaluation is used effectively to reflect on how children's needs are met throughout the EYFS, with staff fully included in the process. Each area of practice is carefully examined to establish what the strengths and weaknesses are and staff in each room have their own action plans displayed. For example, the provision is monitoring training needs and planning to improve the children's learning opportunities in their outdoor area. The process of self-evaluation is recognised as a valuable working tool for all those working in the setting.

A high number of staff have attended safeguarding training and the nursery benefits from recently reviewed policies and procedures and close links to a lead Child Protection Officer with the Hospital Trust. Robust systems are in place to ensure adults working with children are suitable to do so, with new staff following clear induction procedures to help safeguard children in the setting.

## **The quality and standards of the early years provision**

Children are given very good opportunities to learn and develop successfully throughout the Early Years Foundation Stage (EYFS) with valuable and worthwhile support from staff who encompass aspects of learning across the curriculum. An obvious strength in this setting is how children's personal, social and emotional development is fostered through helping them to become confident and independent. For example, mopping up spilled water without prompting, or helping to sweep up the sand. Staff are always there to support the children in their chosen ventures and to extend their learning, valuing what they say and encouraging their communication, language and literacy skills. There is worthwhile support for children who have English as an additional language or additional needs so their individual learning patterns are catered for.

There is strong evidence of how well most staff understand and implement the observations, assessments and planning for children, although there are some areas in the nursery where the systems of observation and assessment are not as frequent. Most of the planning is good, taking account of children's next steps which have been identified through the observations and assessments. Children benefit from exciting learning and development opportunities that help them to progress from their own unique starting points. These are established through gathering relevant information from parents and through initial observations helping staff to settle children in sensitively.

Children's welfare is promoted effectively with clear practices in place to help them stay healthy. Each room has an 'alcohol rub' dispenser outside for staff and visitors to cleanse their hands before entering and there is a 'no shoe' policy in the baby room. Children are learning healthy practices themselves too, helping minimise the spread of germs. Numerous policies are in place and procedures are followed closely to ensure children are kept safe as well helping them to learn about safety for themselves. Furthermore, there are plenty of opportunities for exercise and fresh air everyday for most children, although the current organisation and space in the garden limits these opportunities for the youngest children. Staff encourage children to develop their understanding of the importance of healthy eating and keeping their bodies fit.

Children benefit from a varied and nutritious diet, with plenty of fresh fruit and vegetables to help keep them healthy. The food is prepared and brought in by a specifically chosen catering company after much consultation with parents. Fresh drinking water is always available to children and more able children can help themselves.

Sleep areas are available for younger children and they can rest according to their own routines and needs, however, for older children there is no properly arranged space for rest. Although it is acknowledged that most of the older children do not sleep during the day, individuals occasionally still need to rest quietly if they are tired or feeling poorly.

Careful monitoring of visitors to the premises adds to ensuring children are protected and regular risk assessments on the premises and on outings are carried out.

Regular opportunities for children to talk about their homes and families give them a better understanding of how others live. The improved use of good quality multicultural resources and regular planning for festivals and celebrations helps them get a flavour of other people's cultures and beliefs.

Numerous worthwhile opportunities in the setting enable children to learn valuable skills, such as numeracy and communication and to practice using information technology. These skills together with the encouragement of their personal, social and emotional development enable children to progress steadily in their all-round learning, helping to contribute to their future economic well-being.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

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

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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?  | 2 |
| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.