

# Ladybird Children's Nursery

Inspection report for early years provision

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EY290526

**Inspection date**

02/06/2010

**Inspector**

Cathryn Parry

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Ladybird Children's Nursery is privately owned and managed. It was registered in 2004 and operates from purpose built premises. The nursery is situated between the Newcastle Business Park and Noble Industrial Estate in Newcastle upon Tyne. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 63 children under eight years at any one time, all of whom may be in the early years age range. There are currently 43 children attending in this age group. The nursery also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children who speak English as an additional language.

There are 11 members of childcare staff, all of whom hold appropriate early years qualifications. The setting provides funded early education for three and four year olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff offer a warm and friendly welcome to all children and their parents. They demonstrate a very positive attitude to providing an inclusive environment. The wide range of interesting experiences made available to children ensures they have ample opportunities to make progress. Systems for planning activities and monitoring children's progress are continually being reviewed. Links have been made with an early years professional from the local authority and the manager works closely with her team of staff to make sure continuous improvement is maintained.

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

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

- develop further the planning of activities and monitoring of children's progress, using the observations of individual children to plan the next steps in their learning.

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

All of the staff have attended safeguarding training and demonstrate a clear understanding of their role and responsibility. This results in children being well protected. Risk assessments take place on a daily basis. These are recorded and

effectively reduce the chance of accidental injury. The manager shows a commitment to the professional development of her team, encouraging training in all areas. Suitably qualified and vetted staff with a range of experiences have a positive impact on the quality of care provided. Children's play opportunities are maximised through the effective organisation of space, time and resources.

Good relationships have been developed with parents. Staff ensure they are fully informed of the activities their children have enjoyed. This enables them to continue their learning at home through highlighted activities. They are also given the opportunity to borrow story sacks which include a book and related toy to share with their children. Staff have linked with other professionals in the past, such as speech therapists, to meet children's individual needs. There are currently no children attending who receive care and education in more than one setting. However, the staff show a suitable understanding of the benefits of linking with practitioners to promote continuity and cohesion.

The manager and her team clearly evaluate the learning and development opportunities they offer. They gain verbal and written feedback from parents to give them a broader view of the service provided. All the recommendations from the previous inspection have been positively addressed. This impacts favourably on the overall effectiveness of the provision.

## **The quality and standards of the early years provision and outcomes for children**

All staff have attended training on the Early Years Foundation Stage and implement it well. They clearly ensure that each of the areas of learning is covered effectively. Children behave well and are beginning to understand the consequences of unacceptable actions and words to others. The staff have good strategies in place for managing behaviour, which are appropriate to the children's ages and stages of development. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world. They are happy and self-assured in the setting, confidently speaking to staff and visitors. Children learn at their own pace through an effective balance of adult and child initiated activities. They explore shape, sort and match objects regularly through fun activities. Children enjoy looking at the lovely range of age appropriate books both independently and with members of staff. The way that staff listen to children encourages them to be good communicators. Children use their imagination well and this is developed in to extended and purposeful play. An example of this is where the role play area has been made into a garden centre where children can dig in soil and nurture plants. They use information and communication technology to support their learning, for example when utilising the digital camera and accessing a computer to complete counting and shape recognition games. A variety of creative activities promote children's self-expression and gives them opportunities to explore their senses, for instance when painting with their hands and feet. Staff plan activities on a daily basis for their individual rooms. Children have individual files which are completed by their key person and contain photographs and observations linked to the areas of learning.

Although next steps in children's learning are identified for each of the rooms they do not clearly link to individual children's progress. This has a slightly negative impact on informing future planning and monitoring progress towards the early learning goals.

Children are welcomed into clean and well kept premises where they have ample space to play. They are kept secure through good procedures for entry to the building. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean and safe. Children's knowledge about personal safety is encouraged by gentle reminders from staff not to run inside, road safety activities and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. Babies and toddlers are developing their movement and balance skills through a selection of push-and-pull toys. Children's well-being is enriched through accessing a nutritious diet. They have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions. Individual dietary needs are met completely, ensuring children's well-being. Clear records are kept in respect of accidents and medication and these are shared with parents. Children do not attend if they are sick which enables staff to protect others from illness. The staff can respond appropriately if children have an accident as they are all trained to administer first aid. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Policies and procedures are currently being reviewed and individual documentation is stored confidentially. This ensures children's well-being and privacy are respected throughout.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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