

Little Ladybirds Limited

Inspection report for early years provision

Unique reference number	EY295573
Inspection date	17/02/2010
Inspector	Vivienne Dempsey

Setting address	Ladybird House, Unit 11 Falcon Court, Preston Farm Industrial Estate, Stockton on Tees, TS18 3TS
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Telephone number	01642 614 020
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Email

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.

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Description of the setting

Little Ladybirds Nursery is one of two nurseries run by Little Ladybirds Limited. They opened in 2004 and operate from five activity rooms in a two storey building situated on the Preston Farm Industrial Estate, on the outskirts of Stockton on Tees. There is a fully enclosed outdoor play area. A maximum of 110 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 am to 6.00 pm for 51 weeks of the year. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 321 children aged from six months to nine years on roll. Of these, 314 children are in the early years age range. Children attend from the local and surrounding areas. There are procedures in place to support children with special educational needs and/or disabilities.

There are 30 members of staff, working with the children and two kitchen staff. Most of the staff hold appropriate childcare qualifications and some staff members are working towards a further qualification. The setting receives regular support from the Local Authority. The manager holds a BA Honours degree in Early Years Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled as staff recognise the uniqueness of each child and routinely meet their individual needs very well. Staff provide a very warm and welcoming environment. They show a genuine commitment to ensuring that all children are fully included at the setting. This is combined with a wide range of activities covering all areas of learning. This promotes children's development towards the early learning goals. Effective systems are in place to monitor and evaluate the nursery in order to identify strengths and areas for development; this helps to drive improvement, which improves outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems, taking into account the views of the children in the early years age range
- develop further the range of available resources to ensure all children have appropriate outdoor clothing, enabling all children to access all outdoor activities
- develop further links with all other providers to fully promote all children's achievement and well being.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted very well within the setting. All visitors to the nursery are required to sign in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the children is maintained. Staff have a very good understanding of child protection procedures and know how to implement them effectively to safeguard children. A wide range of policies and procedures, which are understood by staff, are in place to further safeguard the children. Records for the safe and efficient management of the setting are in place and very well maintained. For example, children's and staff's attendance, recording of accidents and medication. Risk assessments are in place, which are regularly reviewed and daily checks of the premises and equipment ensure children can move around safely and freely.

Good procedures are in place to work with parents. Information about children's individual care needs and starting points are gathered from parents at registration. Staff ensure that parents are kept up to date about their child's progress through regular parents evenings, daily diary sheets and verbal exchange of key information. Notice boards display key information for parents, such as the registration certificate and details of how to contact Ofsted. Staff are committed to promoting good quality childcare and have a positive approach to driving improvement. Strong emphasis is placed on supporting staff and their personal development. Staff attend relevant training to develop their knowledge and skills and are keen to ensure continuous improvement to promote outcomes for all children. Recommendations raised at the previous inspection have been fully implemented. For example, effective cleaning routines are now in place and procedures have been developed to ensure adult to child ratios are maintained. These have had a beneficial impact for all children. Parents and local authority advisors are involved in the self-evaluation process. For example, parents are asked to complete regular questionnaires. Suggestions are actively taken on board and used to enhance the provision and improve outcomes for children. However, all children are not fully involved in the self-evaluation process, which does not fully promote outcomes for all children.

Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day. Good use is made of the environment; resources are easily accessed by the children giving them choices about what they do. This is conducive to children's learning and promotes their good progress towards the early learning goals. Links with other agencies are good and staff have good systems in place to support children with special educational needs and/or disabilities. The Special Educational Needs Coordinator is clear about her role and they liaise closely with other professionals and parents to ensure continuity of care and learning. Links with most other providers have been developed and children's development information is shared to ensure continuity in children's care, learning and development. For example, diaries are in place, enabling parents and staff to share relevant information, which helps to promote outcomes for most children. However, not all providers are fully involved in this process, which does not fully promote all children's achievement and well being.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. Observation and assessment systems are in place and staff know children well. Observations of children's interests, learning and development are used to plan an interesting and varied learning environment, helping children make good progress in relation to their starting points. Development files are in place and show children's progress across all areas of learning. These are regularly shared with parents, and parents comment on how children are progressing at home. This helps to keep parents informed and involved in their child's learning and development, helping to promote outcomes for all children.

All children have daily access to the outdoor area, enabling them to develop their physical skills and enjoy the fresh air. They enjoy digging in the soil and have great fun scampering through tunnels. They enjoy using a range of equipment, such as, catching balls and riding around on bikes. However, not all children have appropriate outdoor clothing, which limits the outdoor activities they can access; this does not fully promote outcomes for all children. Staff provide a good range of opportunities and activities for children to develop their knowledge of the wider world. For example, children enjoy learning about each others cultures and religions and take part in weekly French lessons; and some children can confidently sing some songs and say basic French words, such as, bonjour and counting to 10. Toddlers enjoy washing dolls in the bath, using face cloths to give them 'a wash', they eagerly help to dry the dolls and put on their nappies, helping to develop their understanding of self-care routines.

The staff give careful consideration to children's safety at all times and gentle reminders to follow safety rules, ensure children are able to move around freely and safely. For example, staff remind children to hold the hand rail when going up and down the stairs and visits from the fire and police service also develop children's awareness of how to keep themselves safe. Staff promote children's understanding of their own self-care and the importance of good health, through good hygiene routines, frequent opportunities for fresh air and well balanced, freshly prepared meals. Drinking water is freely available and children are able to access this independently, helping to keep children hydrated.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	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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