



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 259998

DfES Number: 516654

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Sheena Osborne

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ladybird Day Nursery
Setting Address The Lindens, 24 High Street
Fenstanton
Huntingdon
Cambridgeshire
PE28 9JZ

REGISTERED PROVIDER DETAILS

Name Mrs Mary Crosby

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Ladybird Nursery (Fenstanton) is well established and has been operating for approximately 23 years.

The "Lindens" is a spacious old house set in the high Street of the village of Fenstanton. It offers four main rooms, toilet areas, a large kitchen and a good sized garden.

There are currently 75 children from 0 - 5 years on roll. This includes 26 funded 3 and 4 year olds. Children can attend both full and part-time hours.

The nursery is open from 07:30-18:00 throughout the year, closing only for Bank Holidays.

Nineteen part-time/full-time staff work with the children. Over three quarters of the staff have early years qualifications equivalent to NVQ level 2 or 3. Staff are suitably qualified and experienced and NVQ training takes place. One member of staff is currently working towards NVQ level 2. Staff feel well supported by the training and support of teachers and staff from the Early Years Partnership.

The nursery operates a key working system and follows the High scope method of learning for young children.

The nursery fosters good relationships with the local school and the Acorns, the local out of school club.

How good is the Day Care?

Ladybird Day Nursery provides good care overall for children aged 0 - 5 years.

The provision is warm and welcoming. It has attractive displays and is organised well so that resources are accessible to the children. On the whole, staff, resources and space are used effectively. Children appear relaxed and secure in their environment. Staff are aware of the safety policies and procedures. However the

nursery should continue to further develop some of these. An effective daily safety check of both the inside and outside areas is carried out. Staff work well together as a team. Regular staff meetings ensure that staff are aware of their roles and responsibilities. The management show a commitment to staff training. Staff are encouraged to take up training opportunities which supports their professional development.

Staff have a good knowledge of the individual needs of the children in their care. All needs including special/dietary needs are met well. The children are treated as individuals and respect is shown to differing needs. This encourages children to learn about the needs of others and have respect for others. Children behaviour is managed in a positive and consistent way, which is appropriate to the ages and stages of the children's development. The children are independent and helpful.

All children have the opportunity to engage in a wide range of stimulating and interesting play opportunities. Throughout the nursery staff use children's progress records. These along with the staff skills and experience enable the staff to provide play opportunities which supports children's learning in all areas.

There is an effective partnership with parents. Parents are informed about the procedures which contribute to the smooth running of the nursery. They are invited to parents evening and have access to written records. There are attractive displays in each area of the nursery which keep them informed of the activities provided for their children.

What has improved since the last inspection?

N/A

What is being done well?

- Staff take up training opportunities, which enable them to continue to develop their professional skills in child care.
- Staff and children interact well together. Staff listen to the children encouraging them to take part in conversations and explore language. For example, in the Teenie room, a staff member spontaneously chats with a child who had noticed the change in the weather. "Clouds" said the child. This led to a discussion about other weather features e.g. rain, thunder.
- Wide range of suitable toys and play equipment for both indoors and out doors. These are well organised and easily accessible to the children, encouraging the children's decision making skills.
- There is a consistent approach to behaviour management which ensure that the children are aware of the boundaries. Staff value and praise good behaviour. This encourages the children to respect others and their environment.
- Staff work in partnership with parents and other professionals to ensure appropriate support is given to meet a child's individual needs.

- Effective systems for sharing information with parents keeping them informed of the day to day running of the nursery.

What needs to be improved?

- some hygiene practices
- some procedures to minimise hazards.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Continue to further develop the deployment of staff and the organisation of areas to further reduce any risk from potential hazards. With particular reference to lunch/sleep time, cloakroom area and when entering rooms.
7	ensure good hygiene practices are in place regarding hand washing

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Ladybird Nursery (Fenstanton) is of high quality. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have knowledge of the Foundation Stage and a clear understanding of how children learn, which they use to plan and deliver a stimulating curriculum. They present children with challenges, have high expectations of children's behaviour and use positive strategies to build children's confidence and self-esteem. Staff engage in direct work with children, taking unplanned opportunities to extend children's learning. They use assessment to monitor children's progress and to inform planning in order to build on what children already know, adapting activities to meet individual needs. Staff build trusting relationships with children and create an environment where they can develop their independence.

Leadership and management is very good. Staff work well as a team and are given clear guidance about their roles. Management and senior staff are good role models and there are measures in place to evaluate the policy and practice. Training is given a high priority and there is an appraisal system in place for all staff. Meetings to discuss planning and evaluate practice take place. Management and staff express commitment to the care and education of the children and liaise with external agencies develop their practice.

Partnership with parents is very good. Parents speak highly of the setting and express confidence in the work done by staff. There are systems in place to inform them about the Foundation Stage and the themes being covered by the children. Staff use various means to inform parents about their child's progress and encourage them to contribute to this process. Providing further opportunities for parents to contribute to their children's progress records would extend links with home to enhance this process.

What is being done well?

- Staff use their expertise and knowledge of the Foundation Stage to plan a curriculum which helps children make very good progress in their development. They incorporate regular access to the outdoor environment, offering children opportunities to explore the natural world and come into close contact with living things.
- Children are confident learners and respond to new experiences with enthusiasm and high levels curiosity. They show motivation to learn and persevere with tasks to achieve their desired outcome. Staff used planned and spontaneous interactions with children well to challenge, support and extend their learning through first-hand, meaningful experiences.

- Space, time and resources are used effectively to create a purposeful learning environment where children are happy and settled. They form good relationships with adults and their peers and learn to work cooperatively, to take turns and share. Children are encouraged to develop their self-esteem, they behave well and begin to develop caring attitudes and acknowledge the needs of others.
- Staff treat children with warmth and respect and know them well. They are welcoming to parents and take steps to share information with them.

What needs to be improved?

- the development of the use of assessments
- opportunities to offer parents more involvement in children's progress records

What has improved since the last inspection?

The setting has made very good progress to improve the information given to parents so that it more clearly explains the six areas of learning within the foundation stage curriculum. This has been achieved by putting information in newsletters and leaflets, by displaying photo's, arranging parents evenings and sharing progress records with parents.

The setting has also reviewed their planning and routines to ensure that all children, including those who attend for only a few session each week, have access to a balanced programme of learning and as wide a range of experiences as possible.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers happily and approach adults in the group confidently. They learn to share, take turns and consider the needs of others. Children are independent in their self-care and begin to take responsibility for selecting resources for their own use. They concentrate and show enjoyment in activities. Families are valued and children develop awareness of their own, and other cultures through activities and themes. It is a feature of the setting that children learn French.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop speaking and listening skills as they engage in lively conversations with adults and each other. They enjoy singing and listen intently to stories. They see that print has different uses on labels around the room, on resources and in the form of Makaton and PECS as means of communication. Children have opportunities to link sounds to letters, to develop writing skills and practise letter formation. Staff listen to children and extend their learning through questioning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are introduced to language related to size, quantity, position and develop awareness of shape and pattern using puzzles, songs, games and computer programs. Children are beginning to use numbers and counting in their play and in counting rhymes. They are introduced to, and show understanding of, mathematical concepts such as more than, bigger, enough, e.g. when they count aloud the number of children present at registration time and correctly note that there are more boys than girls.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to develop a sense of time and place through meaningful themes and activities involving their homes, families and local community, as well as the wider world e.g. travel theme involves maps, postcards, making suitcases and a travel agent role play area. They are introduced to differing lifestyles and celebrate relevant cultural events throughout the year. Children access technology and experiment to find out how things work, e.g. different types of fastenings.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the building and outdoor play area with confidence using a range of movements to develop their skills with large and small equipment. They demonstrate good coordination and manipulative skills, e.g. negotiating the obstacle course, playing magnetic fishing game. They show awareness of their own needs by choosing when to have drinks and begin to learn about healthy life-styles by washing hands after using the toilet, by applying suncream before going outside.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy using their imagination creatively in role play situations as part of the travel theme in the boat they have made from a box for instance. They respond enthusiastically to sensory experiences e.g. having bare feet in the damp sand and when using a good range of musical instruments to accompany their singing. Children are introduced to pattern and rhythmical sounds, which they can recreate sensitively, noting how sounds can be changed. Children draw and paint expressively.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- further develop the use of assessments to identify more clearly how individual children will make progression to the next steps of learning and extend opportunities for parents to contribute to their children's learning and have input to the assessments and progress records.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.