

# Ladyewell Nursery

Inspection report for early years provision

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**Unique reference number**

EY300756

**Inspection date**

26/10/2010

**Inspector**

Janet Singleton

**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*.

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## **Description of the setting**

Ladyewell is one of two nurseries owned and managed by Coach House (Blackburn) Ltd. It registered in 2004 and operates from an old school building with three designated playrooms situated on the ground floor. It is situated in a rural area, close to the North Preston Employment area, Preston, Lancashire. The nursery is registered on the Early Years Register. The nursery serves the local area and is registered for 50 children under five years, of whom no more than 50 may be in the early years age range. There are currently 50 children on roll. The nursery provides funded early education for three and four year olds.

The setting is open five days a week from 8.00am until 6.00pm all year round. All children share access to secure outdoor play areas. The setting is accessed via small steps and is all on one floor so is accessible to all children and their parents. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There is a team of eight staff, including the manager, of whom seven hold a National Vocational Qualification to at least Level 3. The eighth member of staff is working towards her Level 3. The registered person is a qualified teacher and holds a National Professional Qualification for Headship and Early Years Professional Status; she is also an Associate Tutor for the Early Years Professional Status. The setting is supported by the local authority early years team and Special Educational Needs inclusion team.

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

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success as they move freely in a rich and stimulating child-orientated environment. The setting's highly effective planning supports children in their learning given their age and starting points. The superb learning environment is fully inclusive, safe and secure, positively promoting children's independence, outstanding behaviour and understanding of diversity. Exceptional organisation of the policies and procedures support the safe and efficient management of the setting, with procedures for self-evaluation and improvement being outstanding. Practitioners have good relationships with parents. Recommendations set at the last inspection have been addressed.

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

To further improve the high quality early years provision the registered person should consider:

- ensuring that equipment used for children's sleeping is safe and suitable for its purpose.

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

The arrangements for safeguarding are outstanding as practitioners have an excellent understanding of protecting children. They are clear in their responsibilities with supporting documents being very comprehensive and outlining the procedures they would follow should they have a concern. Recruitment, vetting and induction procedures are extremely robust and contribute significantly to keeping children safe. The expert knowledge of the provider ensures the policies and procedures are highly organised to ensure the overall safe management of the setting. The arrangements for maintaining a secure and safe environment include meaningful risk assessments that are reviewed and change according to need. However, some mats used for sleeping are insufficient. The involvement of the children in discussions about keeping safe and their partaking in the evacuation procedures ensures they are learning about keeping themselves safe.

Leaders and managers make exceptional use of the resources as children play and learn in a child centred and stimulating environment. The excellent organisation of the educational programme for children means that their individual needs and uniqueness is planned for. Equality and diversity is supported through comprehensive documentation and the involvement of parents and other agencies in identifying children's individual needs. Parents contribute to their child's assessment and the very good home link sheets provide feedback to what is taking place with the child at home. Next steps for the child to undertake at home are also covered to support children's learning and progress towards the early learning goals.

Those in charge have a clear and achievable plan for improvement through the completion of a detailed and reflective self-evaluation form. Practitioners are realistic and constantly challenge themselves to improve the service they provide. Partnership with parents is good and they are included in evaluating the provision which supports the continuous improvement of the setting. They are provided with a communication book, a monthly newsletter and are invited to complete the comments, compliments or complaints slip as well as a questionnaire requesting their views. Notices are displayed for their information. The practitioner's commitment and enthusiasm to improve the service shines through as they explain how they have changed some areas of continuous provision to assist in children making better use of these areas. Planning has been amended to further improve the already exceptional monitoring of the areas of learning, therefore benefiting and taking into consideration the needs of all children. Partnerships with external agencies are established and highly effective including working with the local authority and the Inclusion Team. Staff and external agencies work together to identify the children's individual needs to ensure plans reflect and match their learning needs. Documentation to support is exceptional and covers all aspects of the process for working with other agencies to meet the unique needs of the child.

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

Practitioners have an excellent knowledge of the Early Years Foundation Stage which they use to plan an exceptional educational programme. The key worker observations and assessments promote children's learning as they use their highly effective skills to watch and interpret children's development. This very comprehensive information is used to identify children's progress against the six areas of learning and is used to guide planning and provide highly appropriate challenges. Planning is colour coded to ensure all six areas of learning are given equal coverage. Documentation for the Early Years Foundation Stage is robust and consistently implemented. The highly stimulating environment for all children ensures they are happy and fully engaged in their play. The playrooms are calm and provide an atmosphere conducive to learning. The children are keen to include practitioners in their play as they sit together exploring the spaghetti. They readily describe the feel of the spaghetti as being cold, wet, squelchy and become excited and enthusiastic as they talk about their play and experience.

The children are very confident and behaviour is exemplary, for example, a child asks politely to borrow another child's pen. They understand the golden rules of behaviour and about having kind hands. The children play alongside each other and cooperation between them is exceptional as they play in the sand and learn about the importance of sharing, taking turns and respecting each other. They are inspired as they get ready to put on their coats and play outdoors. Children happily talk about how they love going outside and sing songs as they wait to put their coats on. The children have superb opportunities to develop their physical skills, such as, balancing, jumping and climbing and as a result become active and enthusiastic learners. Excellent routines for daily tasks assist children in feeling relaxed and secure within a safe environment. The children are all included and able to make choices as they are recognised for their uniqueness demonstrated through the observation and planning systems. This is supported by the key workers excellent knowledge of the child and the close links with parents.

The children are extremely motivated and interested in using counting in everyday situations as they enjoy counting with enthusiasm how many children have their coats on. They learn to recognise numerals as they talk about the numbers which make up their own house number. They are excited and engrossed as they readily tell the staff when they have found their own house number, informing them they live at a one and a two, 'it is twelve', they say with great excitement and pride. At snack time children make healthy choices and choose from the fresh fruit available. The older children find their name tag once they have had their snack and hang it up on the peg, therefore taking responsibility for their own needs. They attend to their own needs in the bathroom, and observe posters regarding the washing of hands. Procedures for limiting cross infection are in place and were observed to be followed as staff act as positive role models, guiding and encouraging the children in the process.

Children are highly motivated as they move freely and confidently through the

setting, The babies climb up to the table, take part in the bubble activity making sense of what they see, hear and touch. They delight in sitting with the practitioner looking at books and reading stories as they hold and explore the books themselves. They feel safe with the practitioner as they seek reassurance when feeling insecure. The toddlers pour sand, exploring and talking about filling and emptying the containers as they learn about concepts such as texture, volumes and the visual aspects of their play. The children delight in making choices and self selecting resources and activities as they choose from the spider activity, role play or malleable materials. The children are creative and imaginative as they talk on the phone acting out roles from home and becoming engrossed and involved in their play. The children celebrate their achievement with staff and this leads to a positive self-image and good self-esteem. They talk about differences, freely access resources representing diversity and observing positive images of people in society. This develops children's understanding of the differences of people. Practitioners work with and praise children, being highly sensitive and skilled in their management of the children and as a result children are making outstanding progress towards the early learning goals as they develop the necessary skills for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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