

Ladybirds Nursery

Inspection report for early years provision

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Inspector

Lisa Cupples

Setting address

Karingal, Bracklesham Lane, Bracklesham Bay, Chichester,
West Sussex, PO20 8JA

Telephone number

01243 671915

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

Ladybirds Day Nursery opened in 2004. It is privately owned and operates from detached, single storey premises in the seaside village of Bracklesham Bay near Chichester, West Sussex. Children use three main rooms plus a separate sleep room and there is a fully enclosed garden for outside play. The nursery is open Monday to Friday from 07.45am to 5.45pm all year round and children attend for a variety of sessions.

The nursery is registered to provide care for 26 children at any one time. There are currently 63 early years children on roll. Of these, 22 children are in receipt of government funding. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery serves the local village and surrounding areas.

There are eight staff employed to work with the children, alongside the owner, who is suitably qualified and experienced. All of the members of staff hold early years qualifications. In addition, four staff are continuing their personal development and are training towards the next level qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the nursery. Exceptionally strong lines of communication between staff and parents ensure all children's individual needs are being met. All children are making excellent and rapid progress towards the early learning goals and procedures to support more able children are being further developed. Comprehensive evaluation systems are used effectively by the whole staff team to identify and address any areas for development, continuously driving improvement. All policies and procedures are reviewed regularly to ensure they accurately reflect practice and all the required documentation is in place and all records are meticulously maintained.

What steps need to be taken to improve provision further?

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

- enhancing more able children's learning further by ensuring their individual planned learning intentions are identified more frequently and as part of an ongoing cycle.

The effectiveness of leadership and management of the early years provision

All children are effectively safeguarded because the entire staff team have an exceptionally good understanding of child protection procedures and know how to implement them to protect the children in their care. All staff attend child protection training to ensure they are fully aware of their responsibilities and policies and procedures are shared with parents. Referral charts and contact numbers are displayed around the setting to ensure everyone coming into the nursery knows how to report any concern to further protect the children. All children enjoy a safe and secure play and learning environment because detailed and comprehensive written risk assessments are carried out, covering all areas used by the children and any outings. Extremely robust recruitment and vetting procedures are in place to ensure all adults working with the children are suitable and procedures to monitor the ongoing suitability of staff are effective. The building and outside play area is secure, ensuring no unauthorised people gain access to the children and all visitors are required to sign in and out of the building to ensure a full record of everyone coming into contact with the children is maintained.

All children's individual needs and interests are incorporated fully into all aspects of the nursery. The setting is fully inclusive and systems and procedures have been implemented to ensure every child is treated as a unique individual. Exceptionally strong partnerships with other agencies and the parents ensure the children reach their full potential and thrive in the fully inclusive provision. Comprehensive procedures are in place to support children who have English as an additional language and their families. For example, the owner has obtained a French version of the Early Years Foundation Stage framework for parents and the posters are displayed around the setting. Children's home languages are recognised and valued in the setting through the use of labelling in different languages, including English, French and Lithuanian. Clear procedures and systems are in place to support children with special educational needs and strong links have been developed as the staff work closely in partnership with a wide range of other agencies. All children are beginning to learn about other cultures through planned topics and themes and celebrating a wide range of multicultural festivals. For example, children learn about Chinese New Year, they take part in food tasting activities, enjoy dressing up, art and craft activities and listening to international music. All children use multicultural resources daily and positive images are displayed all around the setting to challenge the children's thinking about gender, disability and ethnicity. Children listen to stories about other cultures and explore differences and similarities in where people live, the food they eat and how they dress. As a result, children are beginning to develop an understanding of diversity and of the wider world.

The nursery has made exceptionally good progress since the last inspection and all the previous recommendations have been addressed. For example, children's records now clearly show the planned learning intentions and their next learning steps. The well-established staff team work exceptionally well together to identify their strengths and any areas for development. For example, since the last

inspection staff recognised the outdoor play area was too water logged during winter months for the children to benefit from a range of outdoor activities. As a result, all weather flooring and a shelter have been installed, improving the outcomes for children. They now have access to outdoor play experiences covering all six areas of learning throughout the year, enhancing their play and learning. All staff and parents are involved in the evaluation of the setting to drive improvement. Parents complete questionnaire's and staff are fully involved in the procedures to evaluate and improve all aspects of the nursery. Consequently, staff feel valued and take responsibility for their individual roles in the setting, ensuring the nursery continues to develop and grow for the benefit of all children.

All children enjoy the high quality interaction with staff and the exceptional staff deployment ensure children are fully supported and supervised at all times. All children have access to high quality resources, furniture and equipment that are suitable for their age and stage of development. Children of all ages are beginning to learn about their own environment and sustainability in simple terms. For example, children recycle, they turn off taps to save water and turn off the computers to save energy. Children also enjoy planting and growing their own fruit and vegetables for snack and meal times.

Partnership with parents is exceptional. Extremely good lines of communication are set up as soon as the children are registered at the nursery, promoting very good relationships from the start. Parents share information about their children's starting points and are able to visit the setting during settling-in sessions for their children. Parents are able to talk to their children's key people and the manager or owner at any time. They have access to their children's records and are able to make written contributions to their children's records about their learning at home and the progress they are making in the nursery. Parents are also able to attend parents evenings once a term to discuss their children's progress in detail. Comprehensive information is shared openly with all parents across the setting through displays, both in English and other languages, posters, the informative and current notice boards, newsletters and displayed menus. Staff also complete home link books daily to ensure the parents are fully informed about their children's daily routines and what they are currently working towards during their time at the nursery. Parents are actively encouraged to become involved in their children's learning and often visit the nursery to share their own experiences about their work or their own childhoods.

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

All children enjoy an extensive and varied range of activities and experiences during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well, enabling them to plan and organise activities linked to their individual needs and interests. Children's progress and learning is monitored effectively through the use of observations and staff identify and plan for their next steps. As a result, all children are making rapid progress towards the early learning goals in relation to their starting points and some children have

reached the end of the goals. Consequently, staff are currently developing procedures to further enhance the play and learning experiences of more able children to ensure they continue to make rapid progress. All children's spoken language and communication skills are developing exceptionally well. They have access to books at all times and have the opportunity to mark-make from the earliest age, using a wide range of media and for a variety of purposes. Older children show very good pencil control and some are able to write their full names, others form clear, recognisable letters. Children confidently link letters and sounds, singing songs and matching actions to rhymes during Jolly Phonics activities as they develop their understanding of the written word. Children's problem solving skills are also developing well as they are encouraged to work things out for themselves. For example, during art and craft activities children experiment with the materials to see what works effectively. Children show high levels of confidence and self-esteem as they share their ideas, make suggestions and negotiate roles during role play. They use their imagination exceptionally well during small world activities and are encouraged to extend their own ideas through using additional resources. For example, children find the animals to add to the small world village to make a farm. Then they find small construction toys to fence in the animals so they can not escape. Staff facilitate the children's learning well and they know when to stand back and let play develop naturally and when to make suggestions for more purposeful play without interfering or disturbing the children's activities. Children are encouraged to think about what they are trying to achieve and figure out the best methods through discussion with staff and answering open-ended questions. Children are very active learners and are keen to try new things. They show curiosity and ask many questions to learn more. Children use mathematical language to describe size, shape, position and quantity during their free play. Younger children confidently explore their surroundings and examine treasure baskets full of different materials and objects as they begin to make associations. Older children use electronic resources with ease as they develop an understanding of everyday technology. They use programmable robots, tape recorders, torches and computers confidently. Children move the mouse, controlling the cursor well as they select computer activities and complete the tasks.

All children are beginning to learn about the importance of healthy eating and a healthy lifestyle through discussions and daily routines. They grow their own fruit and vegetables and talk openly and with confidence about the types of food that are good for them. Staff use posters, stories and the provision of healthy snacks and meals to promote the children's understanding of healthy options. All children enjoy access to the outdoor play area daily and throughout the year. They practise their physical skills through climbing, balancing, jumping, running, crawling, musical movements, actions and rhymes and ball games. As a result, children learn to move with control and coordination and are developing a sense of spatial awareness. Children are becoming aware of their own bodies and recognise when they are hot and need a drink and when they feel cold they put their coats or hats on. All children are developing extremely good self-care skills. They wash their hands at appropriate times, using soap and individual paper towels to prevent the possible spread of infection. Children talk about the importance of 'washing away the germs' as they run the water. Children enjoy a clean and well-maintained play and learning environment because all staff implement robust hygiene procedures

consistently across the setting.

All children learn about keeping themselves safe during their time in the nursery. All children are extremely happy and settled during their time in the nursery. Older children share their ideas and make suggestions which are listened to and incorporated into the daily or weekly routines. Younger children hold their arms up for cuddles and laugh and giggle with the staff, as they find new toys or snuggle in listening to stories. This shows children feel safe and secure, demonstrating high levels of self-confidence as they explore and investigate their surroundings. All children enjoy the high quality interaction with staff and benefit from the individual care, play and learning plans for each child. All children clearly understand the safety rules of the setting and often remind each other. For example, children outside remind each other to be careful on the climbing frame, to use both hands when climbing the ladders and only one person on the slide at a time. Children use scissors with ease and know how to hold them correctly to prevent themselves from cutting their fingers. Older children are able to explain clearly what happens during a fire drill, showing an awareness of the safety rules and procedures of how to evacuate the building quickly and safely. All children are beginning to take responsibility for the safety of their play and learning environment. For example, they pick up toys and resources that have fallen on the floor. They tuck their chairs in when they have finished at table top activities so 'their friends will not fall over'. Children help to tidy away the activities before lunch time and ask each other if they want to keep their pictures or if they can be recycled.

All children behave exceptionally well during their time at the nursery. Staff implement clear and consistent boundaries effectively. Consequently, all children know exactly what is expected of them and they are developing a strong sense of right and wrong. Children also show consideration for others during their play. They share and take turns with ease and often ask others if they want to join in. Children get another chair so others can join in with their activity. Staff respond and praise the children for being so helpful. Staff are extremely positive role models, saying please and thank you to the children, recognising their efforts and praising them. This ensures the children feel valued and part of the group, building their confidence effectively. All children laugh and giggle throughout the day, enjoying each others company and having great fun as they play and learn.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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	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	1
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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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