

# Ladybird Babies and Toddlers Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	152955
<b>Inspection date</b>	28/02/2011
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<b>Setting address</b>	277 Goldhawk Road, London, W12 8EU
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<b>Email</b>	
<b>Type of setting</b>	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**

Ladybird Babies and Toddlers Nursery opened in 2001. It is one of two privately owned independent nurseries. It operates from a low-level purpose built building overlooking the Ravenscourt Park in Shepherds Bush in the London borough of Hammersmith and Fulham.

There are two rooms, a kitchen, a baby changing room and toilets facilities. A maximum of 36 children in the early years age group may attend the nursery at any one time.

The nursery is open from Monday to Friday from 8am to 6pm all year. Children attend a variety of sessions. There is a small enclosed outdoor area; however, children are taken on regular visits to the nearby Ravenscourt Park. Additionally, children use the indoor gymnasium based in the nearby pre-school of the same group.

There are currently 67 under three years on roll. At the age of two years, children can move to the pre-school which caters for children from two to five years.

Children attend from the local and wider community. The nursery supports a number of children who have English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 17 members of staff. Of these, 13 have appropriate early years qualifications. The nursery also employs a cook.

The setting is registered on the Early Years Register.

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

Overall the quality of the provision is good.

Children are thoroughly enjoying their time at this inclusive provision. They are making good progress in their learning and development because the staff team plan and provide for the children's individual needs. The staff team work very well in partnership with parents and others. Children's welfare is promoted effectively and, overall, they are safe, happy and secure. Children benefit from a strong emphasis from the staff to promote inclusion. Effective ongoing systems are in place for monitoring and evaluating the good service provided for the children. This enables the staff team to make continuous improvement.

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

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

- link observations effectively to plans for individual children's future learning and development and included in children's portfolios shared with parents
- extend the partnership with parents to involve them in their child's learning

and development and how to support children's learning at home.

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

The staff team are well supported by the good leadership and management. They work very well as a team and make good use of weekly sessions to reflect on their practice and plan good opportunities for children to learn and develop using the Early Years Foundation Stage. Children are cared for by staff members that are rigorously vetted and suitable to work with them. Every member of staff is checked for suitability at the time of their employment which helps to safeguard the children. Additionally there are good systems for ongoing periodic suitability checks during their generally long term service in the nursery. Many of the staff have worked in the nursery for some years and the manager ensures that they revisit the setting's policy and procedure documents from time to time in order to keep their knowledge up to date. All visitors to the nursery are required to sign on entry and log in a visitors' book and the setting have adequate security measures in place to protect children. The staff team have a good knowledge and understanding of the local safeguarding children procedures and, therefore, children are well protected. Staff members have good awareness of child protection issues and procedures. They know what signs or symptoms indicate that children may be ill-treated and the reporting procedures to fully safeguard children.

Overall, children are safe and secure on the premises as staff undertake risk assessments. Comprehensive risk assessments are conducted before each outing undertaken with children. Additionally, risk assessments are regularly carried out for the premises and recorded in sufficient detail. Children's welfare is promoted well; a number of staff have first aid qualifications to ensure that accidents are suitably managed and the procedure for administering medication is in line with current legislation. A suitable sick child procedure is in place to prevent unnecessary infections and all of the required information and written permissions are obtained from parents to enable staff to promote children's continuing good health and well-being.

Staff complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation. Staff members enjoy good relationships with parents and carers and the adults regularly share information about children's development and progress formally and informally.

Good systems are in place for self-evaluation which includes a range of methods to reflect on practice to identify strengths and weaknesses with ongoing areas for further development. The staff team has adopted a new system of planning and observation and assessment which they monitor and constantly strive to improve with the support of the early years professional. The self-evaluation is accurate and enables the setting to identify and prioritise areas for improvement, for example, further funding is being sought to re-surface the garden and have shade sails erected to make full use of the outdoor play area in all weathers. Additionally,

plans are underway to improve the baby area within the garden. For example, with additional sensory equipment, mirrors, soft play and a low-level sand and water table to improve outcomes for the children. The management team and staff are enthusiastic and keen to continue developing the provision and this is mirrored in the staff's positive attitudes for further training to enhance their practice. The manager and staff take time to observe each other's practice in order to improve the quality of teaching and ensure inclusive practice. The staff team have a good understanding of their roles and responsibilities and work well to promote good outcomes for children.

The setting is fully committed to promoting an inclusive service where all children are welcomed and valued. Equality and diversity is celebrated well overall. Well-established access to other local professionals, such as speech therapists and physiotherapists, provide additional support to children and their families. Consequently, any concerns about children's development are discussed with parents and appropriate support is offered to meet children's needs. The provision works well in partnership with others to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

Overall, there are good two-way communications with parents, who receive much useful information about the nursery. There are limited opportunities for parents to be involved in their child's learning and development in the setting to enable them to follow clear ideas of how to support children's learning at home. In order for the children to move forward they are taken to visit the pre-school prior to moving over to help ease the transition. Parents are invited to come and visit as well so as to reassure them and give them the opportunity to ask any questions. Useful information is posted in the entrance area for parents. They can easily see which staff members hold positions of responsibility, the name of the key person for their child as well as information about day-to-day events. Parents say that they receive regular feedback from staff about their children's day. They comment that the staff as a team is very caring and always ready to listen and their children are happy and they look forward to coming to the setting to play and learn with their friends.

A comprehensive range of policies and procedures, provide the framework for the successful delivery of care and education.

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

Children are making good progress as their development is well planned for. Staff members are attentive and supportive towards children who are settling in and work closely with parents to ensure the process is meeting children's individual needs. The children are busily engaged in worthwhile age and developmentally appropriate play and learning activities in all rooms. Children's artwork is varied and colourful and made according to their own ideas. Staff members speak clearly to the children and they extend their vocabulary at every opportunity around activities and at group discussions. Children select books to share with staff and through stories, songs and discussions. Many activities enable children to explore

through using their senses, for example, water play, dough and sand. Children spend time developing their problem solving skills as they construct with bricks, pair objects and count. Children are developing positive attitudes to their learning and this prepares them well with skills for the future.

Every child is making good progress towards the early learning goals given their starting points. This is because the manager and staff make good use of valuable information gained from parents to establish children's starting points and their interests. Observation and assessment systems are emerging for individual children but not fully embedded. Although staff members sometimes identify next steps for children and plan suitable activities, the information gained is not always fully tracked and used sufficiently in the planning future learning. Individual profiles document children's interests and achievements. Photographs and written assessments provide examples of their progress towards the early learning goals. A recent evaluation of the educational programme has taken place and the provider and staff members have successfully developed their teaching methods to place greater emphasis on tracking children's learning through their play and exploration. They have adopted a new system of planning and observation and assessment which they monitor and constantly strive to improve.

Children learn about good personal hygiene and healthy ways of eating. Staff members follow well-established routines and procedures to maintain good standards of hygiene in the setting for the children. For example, staff members follow good nappy changing procedures to minimise cross infection. A number of trained members of staff with first aid are present at all times and all of the required information and written permissions are obtained from parents to enable staff to promote children's continuing good health and well-being.

Children learn to keep themselves safe through learning about road safety on walks and outings. Risk assessments are regularly carried out and recorded for the premises and for outings in sufficient detail. All accidents and incidents are recorded and signed by the staff member who witness this, and then countersigned by the manager or deputy manager. The accident or incident is reported to the parents and carers and they will sign the form of which a copy will be given on request then placed in the health and safety folder. Staff in all rooms complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation.

Staff members follow good procedures to promote the health of babies as they eat, sleep or play. For example, the learning environment is clean and toys and equipment are kept in good condition and clean. Children's good health is well promoted as they are encouraged to wash their hands regularly, especially before snacks and meals and after messy play. They easily access fresh drinking water when they need to, which keeps them hydrated. Lunchtime is a calm, social occasion as children sit together with staff to eat. Table manners are encouraged at mealtimes. Freshly prepared nutritious meals and snacks are provided according to children's individual dietary needs. Babies and young children are cared for according to their individual routines in relation to sleep and feeding times.

The setting is well resourced and inviting to babies and young children. For

example, colourful educational floor mats depicting shapes and letters of the alphabets help to create a rich and inviting learning environment. Children enjoy opportunities to initiate their own activities, have autonomy over their learning and have fun. They are calm, happy and well behaved. They know what is expected of them because boundaries are consistently and kindly applied by staff. Children are praised for their efforts and achievements which support their self-esteem. Staff members are good role models for the children. They demonstrate polite ways of speaking and they help children to behave with consideration for the needs and feelings of others.

The nursery provides an interesting variety of activities to heighten the children's experiences of the world around them, taking the children on visits to the park and library. Children are provided with enjoyable opportunities to value their individual backgrounds and learn interesting facts about diversity in the wider world. These activities give positive images and challenge children's thinking, and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, special educational needs and religion. Staff members promote equality and diversity well, making sure all children are included in activities. The key person system works well to help children settle in and provide ongoing individual support, so children's individual needs are met appropriately. The staff team reflects the cultural diversity and inclusive practice. Children learn about cultures other than their own through traditional festivals, such as Chinese New Year, Christmas and Diwali.



## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	2
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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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