

Ladybird Day Nursery

Inspection report for early years provision

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Inspector Susan Ennis

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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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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 Day Nursery registered in 1974. It operates from a spacious, detached house in the village of Fenstanton, Cambridgeshire. The nursery serves the local and wider area and has strong links with the surrounding schools. Children have access to four main rooms and a fully enclosed outdoor play area.

The nursery opens Monday to Friday from 7.30am until 6.30pm throughout the year, closing only for bank holidays and the week between Christmas and New Year. Children are able to attend for a variety of sessions. A maximum of 68 children may attend the nursery at any one time. There are currently 121 children attending who are within the Early Years Foundation Stage.

The nursery provides funded early education for two and three-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of childcare staff. Of these, most staff hold appropriate early years qualifications. The manager has both Early Years Professional Status and Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and extremely safe environment in which all children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make good progress in their learning and development. The staff build highly valued relationships with parents and carers and keep them very well-informed about their children's development and the day-to-day running of the setting. Senior staff lead a culture of reflective practice where all staff work together, to review the setting's strengths and areas for improvement and are committed to continuous improvement for all children and their families.

What steps need to be taken to improve provision further?

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

- develop further the systematic use of starting points, observations and assessments to plan the next steps in a child's developmental progress
- develop the use of reflective practice to identify the setting's strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The extremely effective implementation of the setting's comprehensive policies and procedures support the daily running of the setting and ensure that children are offered a safe and secure environment. For example, there are robust procedures for checking that staff are suitable to work with the children and a rolling program of training to further increase their childcare knowledge. They also have an appropriate understanding of the procedures to follow relating to safeguarding children ensuring that their welfare is promoted and that they are fully protected at all times. Staff are committed to safeguarding the children at all times. Meticulous procedures ensure that children are only released to the correct person at collection time and signs on the gates remind parents not to admit anybody to the building without first checking with the staff. Daily safety checks of the areas used by the children are carried out to minimise any hazards and comprehensive risk assessments are regularly carried out to protect the children further. Practical procedures also protect the children when on outings. For example, staff carry with them the children's details and emergency contact numbers, a first aid kit, spare clothes and a mobile phone. All the children wear a sticker containing the nursery details and phone number in case they become separated from the main group.

Children's individual development is effectively promoted because the setting has good procedures in place to support, monitor and evaluate their progress. The interesting range of available resources is positively used and the inclusive, child friendly environment is conducive to children's learning. For example, low level storage units encourage children to freely choose what to play with and child sized furniture ensures that they can all sit comfortably while they play. Staff also make good use of the outdoor play area which enables the children to free flow between inside and outdoor activities. A newly renovated area of the garden now includes safety flooring, a grass sofa for the children to relax on and a pirate ship that was chosen by the children themselves.

The setting effectively promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. For example, parents are asked which festivals they celebrate with their children and some visit the nursery to share their knowledge. The setting actively helps children learn and understand about the society in which they live. For example, they celebrate festivals, such as, Chinese New Year and Hanukah where children taste Latkes and light the menorah candle discussing it's meaning as they do so. They play with resources, such as, dressing up clothes and play figures reflecting other cultures and those with disabilities. They also enjoy using their observation skills to read the words around the nursery that are written in a foreign language.

Excellent links with parents, carers and other providers extensively promotes continuity of care and education for all the children. Parents are kept extremely well-informed about their children's development and are included in their progress. For example, they are invited to regular consultation evenings to discuss

and plan their children's progress. They are encouraged to share their children's achievements by recording them on weekend feedback sheets. They are also invited to give their feedback about the nursery as a whole. This they can do through recording their comments on the notice board, completing parent questionnaires or by putting their ideas in the suggestions and comments box. Activity boxes are provided for them to take home and share with the children and they are regularly invited to accompany the children at meals times. All these activities involving them further in their children's learning. Parents are regularly informed about the setting's good practice and working ethos through comprehensive policies, a parent notice board, organised events, such as, a barbeque and the very open relationship they have with the staff and manager who makes herself readily available to talk to them at all times. Wider partnership working is encouraged as the nursery builds relationships with the other settings and schools in the area. They share relevant information where possible and work together to provide a consistent quality of care for all the children. Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. The ongoing monitoring and discussions with staff, parents and children help them to highlight their good practice and to plan for further progression. Parents demonstrate their delight through comments, such as, 'the standard is very high. We have complete piece of mind when we leave our children each morning.' Senior staff use information from their monthly staff meetings, action plans and the self-evaluation form to implement changes to further improve the outcomes for children. However, this is to be continued to ensure that strengths and areas for improvement are continuously highlighted.

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

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Information is gained from parents about children's home lives and their likes and dislikes. However, as limited information is gained about children's developmental starting points, this information is not used to inform initial assessments. Staff record children's attainments through use of observation, assessment and planning for their next steps. Each child has a learning profile which accompanies them as they move through the nursery highlighting their progress through examples of their work and photographs. However, as the system currently in place is not used consistently across the setting children's development is not optimally promoted.

Children's learning is effectively encouraged through a range of adult-led and child-initiated activities. Flexible planning ensures that children's interests are taken into account. For example, when children talk about going swimming staff extend the conversation by discussing water safety and why the children might need to wear arm bands when learning to swim. Children discuss the uses for water including washing their parents car which they then practise on the nursery sit and ride toys. They develop their understanding of personal hygiene by thinking about how they wash themselves and their knowledge and understanding of others as they consider other people in the world who cannot get water from a tap. They use

their problem solving skills to see if an empty plastic bottle will float in the water and what happens if they fill the bottle with stones. They also experiment with ice to look at the changes that occur when it starts to melt. Their creative skills are developing as they use different objects, such as, toothbrushes to paint with and enjoy the feeling of shaving foam on their hands as they spread it across the table, as well as, themselves and the member of staff sitting next them.

During activities staff consistently support the children in their development. Whilst setting the table for lunch, children are encouraged to count how many sets of cutlery their table needs. When they find this a bit difficult, staff sensitively support them in counting the correct amount. Younger children are encouraged to stand up by staff sitting at their level and acting as an anchor to pull themselves up against and are encouraged to start crawling by objects being placed just out of their grasp. Children enjoy their time at the setting, forging friendships with the staff and each other. Their behaviour is good as they follow the positive role modelling of the staff and learn the consequences of their actions. Staff use age appropriate strategies, such as, shaking a tambourine to catch children's attention. They ask the children to explain what the noise means to which they reply 'stand still and listen.' Children then shake the tambourine themselves imitating the instructions given by the staff and demonstrating their understanding of what is happening.

Children's health and welfare are extremely actively promoted as the staff take effective steps to minimise the spread of infection and develop children's understanding of healthy living. For example, they learn to wash their hands before and after eating and discuss why this is important, stating that 'it stops us getting poorly tummies.' Their independence is promoted as they dish out their own meals and learn to correctly use a knife and fork. They learn where food comes from by, for example, tasting Chinese food and growing various fruit and vegetables in their growing area in the garden. They become aware of their own physical needs as they participate in keep fit sessions in the classroom and learn when they need their coats and hats on. Children are also made extremely aware of their own safety and that of their friends. 'Safety Rangers' are chosen at the start of each day. They carry out a risk assessment on the areas to be used by themselves and the other children. They mark off the items, such as, checking that the fire exits are clear, on their laminated sheet and remind each other throughout the day of the precautions in place. Staff also help their understanding of safety by introducing the inspector to them and reassuring them that she is a safe person to talk to.

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

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

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

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	1
The extent to which children adopt healthy lifestyles	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met