

Ladybird Day Care

Inspection report for early years provision

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Inspection date	12/07/2011
Inspector	Patricia Champion

Setting address	Kirkley Childrens Centre, Kirkley Street, Lowestoft, Suffolk, NR33 0LU
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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*.

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 Day care is one of two early years settings run by the Lowestoft College Corporation. It opened in 2007 and operates from two playrooms within Kirkley Children's Centre in Lowestoft, Suffolk. All children share access to a secure, enclosed outdoor play area. A maximum of 56 children may attend the nursery at any one time and an additional 10 children may attend the creche facility. The setting is open from 8am until 6pm for 51 weeks of the year.

There are currently 109 children aged from nine months to five years on roll. Children aged three-and four-years-olds receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. It supports a number of children who have special educational needs and/or disabilities or who have English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 14 permanent staff and eight supply staff, all of whom hold appropriate early years qualifications. There is one manager that holds Early Years Professional Status. There are two staff currently working towards higher recognised early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from being cared for in a very inclusive setting where their unique needs are known and respected. They play in a safe and secure premises and make good progress in their learning. Exceptionally strong partnerships are in place with parents and other adults involved in children's development and, consequently, all children thrive. The management and staff team are very aware of the strengths of the nursery and areas for development. They have high aspirations and their monitoring of provision is generally rigorous so that the setting has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- monitor and systematically review risk assessments and accident records to enhance outcomes for children
- review the planning to enhance activities so that children are consistently challenged and inspired to achieve as much as they can in each area of learning.

The effectiveness of leadership and management of the early years provision

The essential documentation that promotes the welfare and safety of the children is readily accessible for inspection. The procedures for safeguarding children are implemented effectively. Staff have a trained knowledge of the local safeguarding procedures and clear understanding of the signs and symptoms that would concern them. Therefore, they are committed to keeping children safe from harm and neglect. There are robust recruitment procedures for checking that staff are suitable to work with children. Security is given high importance with coded entry systems to the playrooms and staff are deployed efficiently to ensure the safety of the children both indoors and outside. Risk assessment and daily checks are carried out to ensure the premises, play equipment and activities are safe for the children attending. Further consideration for developing a rigorous system of monitoring and reviewing risk assessments and accident records has the potential to enhance outcomes for children even more.

Effective systems are in place to evaluate many aspects of the nursery. A formal self-evaluation has been completed and staff reflect on the activities and their practice each week. The nursery has taken part in the Suffolk Quality Assurance Scheme and managers communicate ambition and drive and secure improvements well. Consequently, all the recommendations from the last inspection have been successfully addressed. Great importance is placed on staff training and the staff team undertake high levels of additional training courses. The knowledge gained from these is cascaded, reflected on and incorporated into the good practice.

The uniqueness of each and every child and their family is highly valued. The nursery expertly promotes equality and inclusion across all aspects of the provision. A very strong system is in place to support children with special educational needs and/or disabilities to ensure they are integrated fully into the nursery and are given individual support by staff as required. The special educational needs coordinators work extremely closely with external agencies, such as support workers and therapists to ensure that children's communication skills are consistently enhanced. Visual prompts and timelines are used successfully to support children with English as an additional language. The staff encourage children to gain an understanding about the world they live in. Artefacts and play resources help to provide positive images of diversity. Children learn to use sign language as part of their everyday experiences. The nursery takes a lead role in establishing effective working relationships with other early years professionals and local schools. Reports are shared and meetings are arranged with reception teachers. Specifically planned activities and resources ensure that there is a seamless transition as children move onto the next stage in their education.

Links with parents and carers are excellent. Key information is on display, throughout the nursery and daily report sheets, newsletters and regular parents' meetings keep them informed about what is happening and the progress their children are making. Parents become involved in their children's learning through joining 'stay and play' activity sessions, taking part in charity events or by providing photographs and observations for the 'I am special books'. All parents

spoken to during this inspection were extremely supportive of the nursery and delighted with the care and education the children receive.

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

Children and babies are happy and content as they enjoy the relaxed atmosphere and attentiveness of the staff. They are quick to settle and demonstrate confidence in accessing the range of resources and activities that are accessible to them. Children are able to sustain long periods of uninterrupted play and the older children relish the opportunity to choose whether to play indoors or outside. Children of all ages explore tactile and sensory materials which they are able to freely experiment with. For example, they are inquisitive and ask questions when confidently mixing together the ingredients to make play dough.

The sensitive, caring staff have developed trusting relationships with the children and are deployed well to support their welfare and learning. An effective range of teaching methods are used to promote language skills, vocabulary development and children's interest in books. For example, props, puppets and play sacks are used purposefully to fascinate children and develop their social interaction. Children of all ages practise mark making and early writing skills within role play or creative activities, both inside or outdoors. Staff also ensure that children develop effective problem solving, numeracy or technology skills. The displays throughout the nursery show children that their efforts are really valued and celebrated. Although, children rarely go on outings into the local environment, they develop their knowledge and understanding of the world through visitors to the setting, such as the police and librarian. An outdoor play specialist visits each week to extend children's knowledge of the natural world.

Children are making very good progress in developing the social skills they need in later life. They treat each other respectfully and respond well to the staff's consistent approach to supporting behaviour by playing extremely harmoniously. Important conduct, such as, taking turns, politeness and good manners are frequently promoted. Children really enjoy helping staff with simple tasks, such as wiping spilt water on the table or sweeping sand on the floor. They independently pour their own drinks or serve their vegetables at mealtimes. Children's progress towards the early learning goals is assessed through regular observations which are used to plan their next steps in individual learning journey folders. These contain observations and reports supported by photographs and samples of work which demonstrate children's achievements. Although, staff know their key children well and ensure their needs are included in each day's activities, some planned learning experiences do not always challenge or inspire children to achieve as much as they can.

A healthy lifestyle is encouraged through good hygiene routines and by offering a nutritious choice of cooked meals and snacks from a varied menu. There is an extremely good awareness regarding the dietary needs of children and these are carefully recorded to ensure children are given the correct meals. Drinking water is freely available throughout the day so that children do not become thirsty or

dehydrated. The children discuss the food that is good for them and have an interesting outdoor area where they grow vegetables, learn how to support their growth and then enjoy tasting them. They effectively gain an understanding of the importance of personal safety and behaving responsibly and use gardening tools and cutlery with care. Fire drills are regularly practised so that children can enthusiastically explain how to swiftly evacuate the premises in an emergency. Children know that they need to wear sun hats and sun lotion to protect their skin from burning in hot weather. Staff sensitively recognise when children become tired. Comfortable areas are created, away from the main play space where children can relax or sleep peacefully and undisturbed.

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	1
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	1
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	2
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	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