

# Ladybirds Educational Nursery

Inspection report for early years provision

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**Unique reference number** EY338540  
**Inspection date** 23/11/2011  
**Inspector** Jennifer Beckles

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**Type of setting** Childcare - Non-Domestic

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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 Educational Nursery operates from a purpose built building in Chadderton, Oldham. There are four playrooms for children and two enclosed outdoor play areas. A maximum of 33 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm all year round except for Christmas and Bank holidays.

There are currently 22 children on roll, of whom 10 receive early years funding. The nursery currently supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 staff, all of whom hold appropriate early years qualifications. The manager has a teaching qualification in primary education. Three staff are working towards higher qualifications.

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

Overall the quality of the provision is good.

Strong and very effective partnerships with parents and others enable this setting to provide very good care and learning for children. Children make very good progress in their learning and development because staff have valuable knowledge of the children. This also helps to ensure that children's individual needs are met. A largely accessible, wide and interesting range of toys and resources provides good support to children's learning. Children are effectively safeguarded because they are supported by comprehensive policies and procedures. The setting is committed to continually improving its provision for the future and improving outcomes for children.

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

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

- improve opportunities for older children to select and use activities and resources independently.

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

Good safeguarding procedures which include comprehensive policies, procedures, and risk assessments ensure children's safety. These include accident, medication and daily attendance records. Designated child protection coordinators, thorough recruitment and selection procedures of staff and appropriate staff to child ratios support children's safety further.

A well ordered environment provides children with a range of engaging activities and resources, such as experiencing the 'rainbow castle' in the recently designed outdoor area or painting shaving foam on mirrored surfaces. However, children's access to resources in the pre-school room is restricted. This means that there are missed opportunities for children to select and use activities independently. The views of parents and children really matter to this setting. Numerous suggestions have been made by parents, which have been implemented by the setting, for instance, morning music in the baby room to help babies to settle when they arrive, and an internet page to keep parents up-to-date with nursery news. Their views, along with children's ideas, help to inform key priorities for development in the setting's self-evaluation. Children were heavily involved in the design of the outdoor area and many of its features are children's ideas. Moreover, careful analysis of the provision means that the setting knows its strengths and weaknesses well. For example, a key priority is to review assessment procedures for children and appraisals for staff. Previous recommendations have been addressed well, such as, more opportunities for children to learn about numbers. The setting provides effective support for children who have special educational needs and/or disabilities because they work in strong partnership with the area special educational needs coordinator. She supports individual plans and shares advice and information with the setting's lead person in this area and other staff.

When children first start, parents complete an 'All about me' form for the child which helps staff to find out about children's individual needs, interests and skills. Staff plan in relation to this, which means that children are appropriately engaged and challenged because their needs are effectively met. Regular parents' evenings enable parents to share information on their child's progress through collected observations and annotated samples or pictures of children's work. They have opportunities to get meaningfully involved in their child's learning by, for instance, using the parent and child library where children can select a favourite book they have read in nursery. The 'Special things I have done at home' sheet completed for children by parents also help to inform staff of children's continued learning. This means that parents and the setting work in a highly effective partnership. Exceptional partnerships with others support children's care and learning further. In addition to regular advisory visits from the area special educational needs coordinator, a children's centre teacher visits the setting each week to provide training and planning advice for staff. Furthermore, teachers from local schools support children's transition to school by visiting the pre-school children at the setting so that she can get to know them. Links extend to the local community where the local football club provides fun football coaching sessions for the children. This means that children's care and learning is extremely well supported by highly effective partnerships with others.

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

Children are very confident and happy in this setting. They are settled and secure because they are familiar with staff and carefully considered routines. The setting

supports children's transition into group rooms as it enables each child to settle before they move rooms. This supports children's security further. Children are aware of and follow rules for their own safety, such as no throwing of sand and adhere to number limits for activities. Staff help children to keep themselves safe by, for instance, explaining risks to children and by modelling how to use tools and equipment correctly. Children's good health is promoted in innovative ways by the setting. Staff use an ultra violet light to show children germs on their hands before washing, and again after washing to show their removal. This is very popular with the children and deepens their understanding of how they can prevent the spread of infection. Tissues used to wipe noses are disposed of hygienically by the children, which further prevents the spread of infection. Thoughtfully considered menus provide healthy appetising meals for the children. Special dietary needs are catered for and suitable alternatives are provided. Weekly fun football sessions with a local football coach and a range of opportunities in the well designed outdoor area provide children with fresh air and exercise so that they develop a fine range of skills such as climbing skills and moving in different ways.

Overall, good knowledge of children's needs and the Early Years Foundation Stage means that children's learning is supported well by staff. They are challenged by their outdoor environment where they carefully go up a climbing wall and practise different skills on small and large equipment. Children learn about the life cycle of plants as they plant seeds and grow fruit and vegetables which they later prepare for snacks. Speaking and listening skills are promoted by regular circle times where children take turns in telling others their news. Babies discover texture, sound, colour and form as they play with heuristic treasure baskets in the sensory room. Toddlers learn to count as they happily sing counting songs and rhymes. Dressing up clothes in the role play area captures children's imaginations as they take on different roles and create their own adventures while practising language skills. Creative development is promoted as children use a range of materials to create their own collages, or experiment with the consistency of shaving foam on mirrored surfaces. They develop skills for the future as they operate digital cameras, sing into microphones or operate electronic toys independently. Children have daily mark making opportunities using pens, crayons, pencils and chalk on a range of different surfaces. Shape sorters and construction sets help children to develop their knowledge of shape and other maths concepts. This means that children make very good progress in their learning.

Behaviour is largely managed by the use of strategies for different age ranges. Overall, a system of praise and reward is used so that good behaviour is rewarded whereas reasons for unacceptable behaviour are discussed with the child. The setting's main focus is to encourage good behaviour by awarding merits, such as stickers. Children learn to respect each other as they sit at circle time and listen attentively, and take turns. They share resources and cooperate with each other during role play and other group activities. Children are beginning to learn to accept difference because they have a good selection of resources that promote cultural diversity. For instance, a basketful of colourful, shiny Asian slippers, puzzles, dolls and stories help children to understand different cultures along with discussion by staff. Additionally, they celebrate different festivals and staff challenge discriminatory comments.

## 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  | 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 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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

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