

# Langshott Ladybirds

Inspection report for early years provision

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**Unique reference number** 122708  
**Inspection date** 05/12/2011  
**Inspector** David Thomas Hatchett

**Setting address** Langshott Infant School, Smallfield Road, Horley, Surrey,  
RH6 9AU

**Telephone number** 07713 622761

**Email**

**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

Langshott Ladybirds Nursery has been registered since 1999. The single storey pre-fabricated building is situated on the site of Langshott Infant School, which is located in Horley in Surrey, very close to Gatwick Airport. The setting is registered for a maximum of 21 children aged two to five years old and is part of two local cluster groups. There are currently 57 children on roll. There are 28 three-year-olds and nine four-year-olds who receive free early years education funding. The setting has experience of supporting children with special educational needs and/or disabilities and those with English as an additional language. The nursery operates from Monday to Friday with morning sessions between 8.45am and 11.45am. It offers afternoon sessions between 12.15pm and 3.15pm from Monday to Thursday during term time only. Children have use of one main room and have access to an enclosed outdoor play area. They also share the playground and grounds of the infant school. There are eight members of paid staff. All staff are qualified to NVQ Level 3 and more than half have completed training in first aid. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Langshott Ladybirds Nursery is an outstanding setting which provides exceptionally well for its children and mostly works well in partnership with other settings and agencies. Excellent leadership and management have ensured that the setting's effectiveness has been sustained and developed further. Staff have excellent relationships with children, and understand their needs very well. They plan and provide outstanding activities and experiences which enable children to enjoy their education and achieve to an exceptional extent in all areas of learning. As a result of accurate and detailed self-evaluation, and the setting's track record since the last inspection, the capacity to improve further is outstanding.

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

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

- increase partnership links with other feeder infant and primary schools who receive children from the nursery in order to promote greater continuity in children's learning and development

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

Highly effective safeguarding procedures ensure that children are safe while at the nursery. Staff training in child protection is given a high profile, and the setting manager and her deputy are both suitably and recently trained in child protection procedures. Documentation is excellent, meets all requirements and appropriate and extensive checks are made during staff recruitment processes. Risk assessments are exemplary, highly detailed and analytical and have appropriate control measures identified. Daily risk assessments, and regular headcounts ensure that children's safety is given the highest priority.

The setting manager is an excellent role model for staff and has the highest expectations and aspirations. Aply supported by the assistant manager, she leads the setting exceptionally well, embedding ambition and driving improvement. For example the recommendation from a previous inspection was swiftly addressed, and highly detailed action planning was developed to ensure further sustained improvement. Self-evaluation is at the heart of this setting, and feeds into detailed improvement planning; however some of the judgements are too modest. Equality and diversity are promoted outstandingly well and in all the setting does, so that all children develop an early understanding and appreciation of cultures and lifestyles different to their own. The impact of leaders' work in this area is seen in the excellent relationships between children and adults, and the way that all children get on with each other so well, despite individual differences. There is a very good focus on customs and festivals from other major faiths. Children celebrated Chinese New Year and Diwali, and have access to a wide choice of resources which reflect the diverse nature of the United Kingdom.

The setting has good partnerships with a range of external agencies, partners and stakeholders. Although the setting has worked hard to develop very strong and effective links with the infant school in which it is situated, it has not yet established strong links with other feeder infant and primary schools that children move on to. The manager is aware of this and already has plans in place to improve this. Resources are managed exceptionally well to ensure best value, and committee meeting minutes show very good management of financial and human resources by committee members and senior staff within the nursery.

The setting has maintained excellent engagement with parents and carers, who are very supportive of what the nursery has to offer. There are a number of noticeboards and communications with parents and carers. These include a monthly newsletter and an up-to-date and helpful website, which contains a plethora of relevant information for parents and carers, as well as other partners. Parents are highly supportive and appreciative of what the nursery has to offer their children; as one parent stated about the nursery, 'It has a lovely atmosphere....my child loves it, she talks about nothing else....I am always informed of what is happening and going on.'

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

The outstanding provision noted at the last inspection has been maintained and developed further. This results in excellent outcomes for children and excellent enjoyment and achievement across all areas of learning. Adults plan activities and learning experiences meticulously, based on their detailed knowledge and assessments of each individual child's needs. Children are involved in the planning process, and staff use outline medium- and long-term planning, provided by the assistant manager, to very good effect. This means activities are appropriate, challenging and ensure rapid progress. Children clearly enjoy the activities and are enthralled by what is provided. For example, in an outstanding painting activity the children were learning about ladybirds and pattern, as well as developing their hand and eye co-ordination. Outdoor and indoor areas are utilised fully, and staff are eager to get fully involved, for example in the home corner and shop.

A range of fresh fruit and healthy drinks are available to children throughout the day in both sessions. Staff make appropriate reminders to children, for example to wear suitable, warm clothing when outside, and to wash their hands prior to eating and drinking. This input, coupled with a range of ongoing activities, promotes children's excellent understanding of staying safe and adopting healthy lifestyles. Adults ensure that children have the support they need because of outstanding planning which builds on children's needs and even takes into consideration their views and preferences. As a result, activities are engaging, exciting, hands-on and meticulously focused on children's needs. This is one of the reasons that children make so much progress in the setting. Observations and assessments that staff make are exceptionally detailed, evidence-based and ongoing and are collected in an unobtrusive way by caring and dedicated adults. These informal observations then feed into more detailed, summative assessment overviews against each area of learning, which chart each child's progress while in the setting.

Provision is planned with the six areas of learning and five Every Child Matters outcomes at its core. As a result, children experience a myriad of excellent activities which develop their confidence, self-esteem and motivation, while also promoting their ability to make a positive contribution, and provide them with the skills necessary to prepare for starting at school. For example, in one session observed, children were making Christmas cards for their families. They were developing cutting, sticking and decorating skills, as a result of skilled input and clear guidance from the member of staff, who still allowed the children to decide independently the design of their card. In another session, adults were taking part in a role play activity in the outdoor area, re-enacting a scene from a children's book. This provided excellent opportunities for children to develop their speaking and listening skills. As a result, the children made excellent progress.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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