

Ladybirds Day Nursery

Inspection report for early years provision

Unique reference number EY430388
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Inspector Emma Bright

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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 Day Nursery is a privately owned provision. It originally registered in 1995 and was taken over by the current owner in 2011. The setting operates from a converted bungalow with a two-storey extension in Wisbech, Cambridgeshire. The nursery is open five days a week from 7.45am to 6pm all year round, except bank holidays. All children have access to an enclosed outdoor play area.

A maximum of 50 children may attend the nursery at any one time and there are currently 84 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery currently supports a small number of children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 18 staff; all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Exceptionally good communication links between staff, parents and other agencies ensure that all children's needs are effectively met. Learning and development is well supported and the good use of most of the space and resources enables children to be active learners and make good progress towards the early learning goals. Children's individual needs and differences are understood and valued by all staff. The leadership and management of the setting is a key strength where effective monitoring and evaluation of the provision enables staff to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the outdoor space in order to offer children more freedom to explore, use their senses and be physically active.

The effectiveness of leadership and management of the early years provision

Effective procedures, including checking the identity of visitors and securing all areas of the premises, safeguard children. Staff have undergone training in child protection which they update regularly, and understand the safeguarding procedures to follow should they have concerns about a child. Rigorous recruitment and induction arrangements ensure staff who work with children are suitable to do so. Well organised, comprehensive documentation is in place for the

safe running of the nursery and underpins the very good practice at the setting. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. All these factors contribute to the nursery safeguarding children effectively.

Effective systems are in place in order to support reflective practice. A thorough self-evaluation is in place which has allowed the management team to celebrate what they are doing well, and identify areas for development. It also identifies the action staff will take to bring about real improvements to benefit all children. For example, staff reviewed meal times and consequently introduced self-service so that children now serve their own food. This has a positive effect on children's self-help skills and enhances their independence. The management team provide strong and effective leadership; they communicate high expectations to staff to drive and secure improvement. All staff are enthusiastic, they work well together as a cohesive team, presenting as positive role models. This has a positive effect on children's welfare and learning and consequently outcomes for children are good. Staff have very clear strategies in place to care for children with special educational needs and/or disabilities. They work extremely closely with parents, carers and other agencies to support the children's needs so that they have a sense of belonging and feel included in the life of the setting.

The nursery works extremely well in partnership with parents and carers and staff demonstrate an excellent understanding of the benefits of working closely with parents. They strive to provide frequent opportunities for parents to become involved in their child's learning. For example, parents read stories with the children in the nursery and staff organise special days for fathers or members of each child's extended family to join in activities. In addition, parents contribute to their child's learning records through the 'learning ladybird', sharing what they know about their child. Very good settling-in procedures that are based around their individual needs help to support children in the transition between home and the nursery. Parents speak very highly of the setting and in particular of the welcome that each child and their family receive. The nursery is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are very well established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare.

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

Staff have a good knowledge and understanding of how children learn from first-hand experiences. They ensure a good balance of activities is offered to children which they can choose for themselves and also take part in activities which are led by staff. Staff support the children by providing an enjoyable and challenging indoor learning environment for them to make good progress in their development. Although the two garden areas are regularly used by the children, they offer fewer opportunities for children to further explore and be challenged in their learning. Planning is based on children's interests and abilities, which ensures that every child is challenged and enjoys taking part. Staff record each child's achievements

through a balance of photographs, examples of work, information from parents and others, and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development.

Children build secure relationships with staff and each other, and babies' emotional needs are well met as staff cuddle them when they are tired or upset. Staff provide good role models of behaviour which help children build friendships as they learn to share and take turns. Children enjoy a wide range of creative activities, such as handling gloop, painting or dressing up as princesses and workmen. Babies enjoy sensory activities, such as handling foam which they delight in spreading on the table or scooping up with a spoon to make patterns with. In addition, they explore treasure baskets of interesting objects which also supports their sensory awareness.

Children count with confidence and demonstrate good problem solving skills as they persevere in picking up small objects and sorting them, and babies experiment with posting shapes through small holes. Children are confident communicators because staff are responsive to them and listen to their ideas and opinions. They initiate conversations with visitors, eager to share their knowledge and discuss things that are important to them; they explain that 'they are three-years-old and next they will be four-years-old'. A good range of resources allow children to practise the skills they will need for writing. For example, babies use big paintbrushes and older children make marks on note paper with pencils and put their 'letters' into envelopes. Children enjoy an environment rich in print which includes labels in English and other languages and this helps them to understand print carries meaning. They have daily opportunities to share and enjoy books, and their continuing interest is encouraged through visits to the local library to join in story sessions. These simple activities lay firm foundations for children's future learning.

Children learn to feel safe because staff establish a supportive atmosphere where children feel secure and they develop a sense of how to stay safe. For example, they wear reflective bibs when out walking and practise the fire drill so they know how to evacuate the premises in an emergency. Children and babies enjoy a good range of meals and snacks which are healthy, balanced and nutritious. They enjoy healthy snacks which are offered on a 'rolling' basis so that they can choose when they want to eat; this allows them to continue their activities uninterrupted and enhances the flow of the session. Menus are shared with parents and clear information is gathered about children's dietary requirements so that any special dietary requirements are fully met. Children learn about their own cultures and those of others; staff value children's home languages and work closely with parents to ensure cultural diversity is embraced and respected.

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	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	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