

# Ladybirds Educational Nursery

Falcon Business Centre, Victoria Street, CHADDERTON, Oldham, Lancashire, OL9 0HB

<b>Inspection date</b>	01/11/2012
Previous inspection date	23/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The core staff team is stable and committed to their roles. There are good opportunities for personal and professional development leading to improvements in the provision for children.
- Observations of children at play inform children's activity plans, which are based on their interests.
- Children are valued and actively involved in the learning process. As a result, they make good progress in their learning and development.
- Children are engaged in stimulating and enjoyable activities and benefit from regular opportunities for outside energetic play and swimming lessons.
- Children display the characteristics of keen learners. They are interested and engaged in their activities and play well together and on their own.

### It is not yet outstanding because

- New initiatives are not yet fully embedded, such as peer observations, to precisely monitor the overall effectiveness of the quality of teaching and learning in all aspects of the nurseries routines, including meal and snack times.
- Barriers to multi-agency working are not always effectively tackled to ensure that information is routinely shared.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Joint observations were conducted with the manager and the proprietor.
- The inspector spoke with different members of staff during the inspection.
- The inspector looked at children's records of achievements, including some assessment documents, policies and procedures and other relevant documentation.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector took account of the views of the proprietor spoken to on the day.

## Inspector

Cathleen Howarth

## Full Report

### Information about the setting

Ladybirds Educational Nursery registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached purpose built premises in Chadderton, Oldham. It is one of two nurseries run by the same provider. The nursery mainly serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play. The proprietor employs nine members

of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. One member of staff has also attained a relevant level 6 qualification and the manager is working towards Early Years Professional Status.

The nursery is open weekdays throughout the year from 7.30am to 6pm. Children attend for a variety of sessions. The nursery is closed over the Christmas period and on bank holidays. Currently there are 35 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery has attained a healthy eating award, a five star food hygiene award and a silver award for sustainability. It is currently supported by the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop further strategies to engage with and foster constructive relationships with workers from other agencies, including social workers, to further promote children's continuing care and development
- extend self-evaluation processes to include peer observations to monitor the quality of teaching and learning and to consistently promote children's growing independence at meal times.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The educational programmes have depth and breadth across the seven areas of learning and staff have high aspirations for the children. Observations of children at play identify children's individual learning styles, capabilities and current interests. This information effectively informs the activity plans, for example, children's interest in balloons is stimulated as they enjoy balloon games and explore how rubbing the balloons on their hair makes their hair stand up on end. Staff are very clear in their knowledge about the children in their care. Children's records of achievement and assessments clearly show how they are making consistently good progress towards the early learning goals, taking into account their starting points and any special educational needs and /or disabilities.

Staff provide interesting and challenging experiences that meet the needs of children. For example, children took part in a wide range of imaginative activities that encouraged them

to use all their senses during the Halloween party. Whilst looking for 'spiders' and 'bugs' in the freshly cooked spaghetti trays staff encouraged children to describe the texture and the smell, purposefully reinforcing words like 'soft', 'long' and 'knotted' to extend children's vocabulary. The new communication and language suite also provides focused support for children where they are able to work in small, quiet groups. All children are fully included and involved in all of the nurseries activities. Children are keen learners who display the characteristics of effective learning. Staff are interested in what children say and do and re-shape tasks to match the children's level of understanding. For example, another spaghetti tray was provided for the younger children to ensure they had uninterrupted time to play and explore and to give them time to talk and think.

Staff use open ended questions to encourage children to think and encourage children to problem solve by considering a range of possible solutions. For example, when a child found a black plastic spider hidden in the tangled spaghetti a member of staff worked with them to show them how to lift the spaghetti out of the tray with both hands, stretch the spaghetti by raising it high and shake the spider free. Staff have a clear understanding of how to plan for areas of learning to ensure all children have the key skills needed for the next steps in their learning, including school. Children benefit from having access to a wide range of resources, including natural resources. For example, babies enjoy exploring wooden spoons, saucepans, and different textured materials. During nature walks children investigate the natural environment, looking at different habitats including bird nests and collecting fallen leaves for leaf printing. Within the construction area children have fun connecting car tracks and train lines and use small world dumper trucks to knock down the bricks they have stacked.

### **The contribution of the early years provision to the well-being of children**

The key person system is well established and this includes a link person who also knows children and families well. This effectively promotes and supports children's continuing care and development. Children make secure attachments with the staff team and new children to the setting settle well. They enjoy their time at the setting and learn how to interact with their peers in a safe environment. A parent commented 'We chose this nursery because it is small and friendly and everybody knows each other'. Staff are effectively deployed and children's activities are well supported. Strategies, such as distraction and age appropriate explanations, are consistently applied to provide clear guidance for children about what is acceptable behaviour. Children's individual routines and wishes are respected, for example, later on in the day some children prefer to relax and play quietly. Staff are sensitive towards children who spontaneously come to them for hugs and cuddles. Children like to sit on their knee and cuddle up to them when they look at the picture books. The baby room is calm and relaxed and well-resourced to encourage children to use all their senses. Babies are inquisitive and like to crawl and explore their environment.

Provision for outside play is good and rich in print and numbers which are attractively displayed on the fences. Children have great fun negotiating obstacle courses when they use quality ride on equipment and push and pull dolls in the buggies. They learn how to take turns and line up behind the slide before they have a go. Staff are always at hand to

show younger children how to sit on their bottom with their legs stretched out in front of them before they let go. Children persist for some time and like to repeat the experience unaided once they have learnt the technique. A children's favourite activity is going to the local swimming baths to learn how to swim. Arm bands are used and children learn how to kick fast in the water to propel themselves along. They learn how to take deep breaths, hold their breath and blow air in and out in a controlled and fun way. Transition arrangements are effective and parents are given as long as they need to settle new starters. Children are prepared well for school. Before they leave they look forward to the graduation ceremony, to celebrate what they have achieved with their parents and families.

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

Staff inductions and appraisals inform the well-established programme of professional development to help practitioners to improve their knowledge, understanding and practice. These also inform the nursery's training plans, for example, a visit from an advisor from the local authority is planned to talk through the nursery's plans to complete the progress check for children between the age of 24 and 36 months. The nursery's action plan clearly identifies and prioritises aspects of the provision to be developed. However, new initiatives to complete peer observations to fully monitor, analyse and review the quality of teaching and learning are not fully embedded and as a result, there are some inconsistencies in relation to staff practices at meal times. For example, some staff hinder children's growing independence when they serve children's food and pour their drinks. The proprietor is actively involved at the nursery and has a secure knowledge and understanding of her responsibilities in meeting the requirements of the revised Early Years Foundation Stage. Children's safety is prioritised and staff have a clear knowledge of the safeguarding processes that they would follow in the event of a concern. Risk assessments are conducted and as a result, children are cared for in a safe environment. There are effective recruitment, selection and vetting procedures to ensure the suitability of staff.

There are effective systems in place for partnership working with parents and support agencies to provide for children with special educational needs and/or disabilities. Appropriate interventions are sought and achievement gaps are closing because individual education plans include attainable targets, which are agreed collaboratively and monitored and reviewed by all parties. However, although staff reportedly make repeated attempts to make links with relevant agencies to obtain information about children in their care, these are not always successful. Partnerships with parents are strong and good levels of information are shared to keep them well informed. Parents are encouraged to be actively involved in their children's learning and the setting, for example, teaching children and staff how to say 'hello' in Gujarati.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY338540
<b>Local authority</b>	Oldham
<b>Inspection number</b>	885843
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Barbara Keeling and Timothy Clarkson
<b>Date of previous inspection</b>	23/11/2011
<b>Telephone number</b>	07806 529099 and 0161 287 7187

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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