

# Ladybird Nursery School

11 Ryder Gardens, RAINHAM, Essex, RM13 7LS

<b>Inspection date</b>	07/03/2013
Previous inspection date	18/04/2011

<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

- Children are settled and confident within the setting reflecting a feeling of security.
- Good relationships between the practitioners and children support children's learning and development.
- Partnerships with parents is promoted well enabling parents to feel confident with the care their children are receiving and feel well-informed.
- Children's independence skills are promoted well throughout the nursery taking into account their age and stage of development.

### It is not yet outstanding because

- On occasion, some children do not maintain their concentration due to activities not sufficiently challenging them.
- The youngest children do not always have access to large play equipment both outdoors and indoors to extend their large physical skills.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spent the majority of the time in the individual rooms, observing the practitioners and children.
- The inspector obtained parent's views through discussion.
- The inspector looked at relevant documentation, policies and procedures.
- The inspector discussed safeguarding practices and staffing recruitment.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

Ladybird Nursery School was registered in 2010. It operates from a converted house in a residential area of Rainham, Essex. The nursery is divided into three age-related rooms, both upstairs and downstairs. Toddlers and pre-school children have access to two toilets. There is a secure outdoor area for children to play.

The nursery serves the local community. It is registered on the Early Years Register. The nursery currently has 37 children on roll in the early years age range. The nursery operates from 8am until 6.30pm, Monday to Friday all year round. The nursery receives funding for the provision of early education for children aged three and four years.

There are currently eleven members of staff all of whom hold either level two or level three early years qualifications. The nursery also has bank staff to cover sickness and holidays. The nursery also uses local amenities such as local parks on a regular basis. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language.

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

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

- provide activities and resources that are new and unusual for children to explore, especially when they are linked to their interests, in order to engage their concentration fully
  
- improve opportunities for physical play by providing slopes, low-level steps, push-a-long toys and trundle trikes indoors and out to offer more challenge to toddlers.

### Inspection judgements

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

Children are making steady progress in all seven areas of learning, considering children's starting points and capabilities. Practitioners carry out regular observations, noting the area, aspect and stage of development of the child. This good information is used to inform the planning to meet each child's individual needs. A summary of this information is shared with parents on a formal basis at parent evenings, keeping parents well-informed. The majority of practitioners show a good understanding about how to promote learning, showing each child care and respect as an individual.

Children are made to feel welcome in the inviting environment, where they have easy access to the toys and resources stored around the rooms. They enjoy opportunities to use a range of natural materials such as sand and water, or explore the feel of the shaving foam. Children involve the practitioners in their play. For example, by making them a cup of tea in the role-play area, or playing shops. Practitioners use these opportunities to extend children's language and vocabulary to support their communication and language skills. Children are encouraged to share the toys and take turns using the equipment, supporting their social skills as they play cooperatively. Daily opportunities for outside play do not always involve all children and this occasionally limits access to large play equipment. Therefore, on occasions the younger children cannot make use of challenging play equipment to engage their attention.

Children show good mathematical skills. They use two-dimensional shapes as they make patterns on the table or carefully balance the small bricks to create structures. Children are able to sort objects and are encouraged to sequence numbers through play, using the till for shops or singing number rhymes. These group activities provide opportunities for children to learn together, for example as they experiment with the glass cylinders with water and food colouring. Children excitedly explain what they can see happening and then learn about mixing colours. Children talk about the weather, seasons and different festivals, learning about differences between people in their local community. Toys, books and puzzles, together with signs around the nursery support children's understanding of diversity. Practitioners are quick to identify those children that find learning more challenging and work closely with the parents and other professionals to meet their individual needs.

Practitioners demonstrate a good understanding about preparing children for school. Children are encouraged to make choices from the available activities and are encouraged to be independent when eating, drinking and serving their own food. Children are encouraged to put on their coats and shoes and recognise their name, enabling them to learn the necessary skills for 'school readiness'. Parents share in children's learning and develop good partnerships with the key person. Parents contribute to the assessment process and are encouraged to provide additional information from weekend activities or any new achievements to promote children's continuous development. Parent's views are obtained through questionnaires, verbal interaction and the suggestion box to ensure that the nursery meets the needs of the parents and the children.

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

The key person system is well established and children build close relationships with the practitioners. Practitioners carry out regular observations of the children's progress and ensure they keep informed of the younger children's changing routines from the parents to ensure children feel secure and settled. Children generally behave well because practitioners offer lots of praise and encouragement to promote positive behaviour strategies. On occasions, rewards with stickers and certificates provide a visual aid to support children's understanding of wanted behaviour. If behaviour becomes a concern,

practitioners work alongside parents to provide continuity for strategies to be implemented.

Children show a feeling of being safe as they approach practitioners for a cuddle when needing reassurance or requiring some quiet time. They begin to learn about keeping themselves safe as they are reminded about sitting on the chair properly and not to wave the broom around in case it hits somebody. Practitioners are vigilant about children's safety and constantly evaluate the room and activities to ensure they are safe and suitable. Measures are in place to provide a safe environment, such as stair gates on the entrance to each room, enabling children to see who is coming, but kept clear of danger. The front door is kept locked and all visitors fill out the visitor's book, providing secure procedures. In addition, CCTV is in operation and allows the manager to see who is at the door before it is opened, promoting children's safety.

Children learn about living a healthy lifestyle as they enjoy healthy snacks and meals. Children learn which foods are good for them and the importance of regular drinks. Children pour their own drinks as they need them, with younger children using their individual cups on demand. Practitioners take into account children's dietary requirements to ensure children's welfare is promoted effectively. Fresh air and exercise further support a healthy lifestyle. In addition, good hygiene routines are implemented. For example, tablecloths are used for meals and snacks, along with good procedures for food preparation. Nappy changing involves effective procedures to prevent cross-infection and promote hygiene routines within the nursery. As a result, children are kept safe and their health well promoted.

Children make use of a good range of resources on low-level storage around the rooms. Practitioners organise the individual rooms into areas to help children make decisions about where to play and find certain resources. On some occasions, activities do not meet the needs of every child and as a result, some children's attention is not fully engaged. Each room monitors the provision and makes lists of resources they would like to put forward as a wish list. Additional resources are accessed from other sources. For example, books are on loan from the library and toys from the toy library. This offers further alternatives to stimulate children's interests.

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

The inspection was brought forward following concerns. These were about planning permission and how this might affect the insurance for the provision, high turnover of staff, and the numbers of apprentices and students in the setting, and how they are left on their own in charge of children and the employment of childminders to increase the numbers of children attending. The inspection found that the numbers of children had been reduced due to alterations within the nursery. There was a breach of legal requirements because Ofsted was not informed of any changes to the premises. However, these alterations did not have any impact on the children attending and therefore Ofsted will not be taking any further action. The owner explained that issues with the planning

had been resolved with the Council. The inspection found that several practitioners had left to move on to alternative employment, with two additional practitioners leaving on maternity leave. Although this increased the numbers of practitioners departing the nursery, the circumstances reflect a normal cycle of change. There are two apprentices that are employed by the nursery as members of staff and are counted in the ratios. They hold recognised early years qualifications. There was only one student present on the day of inspection. There are no childminders employed in the setting. Therefore, no further action will be taken with regards to the concerns notified.

The manager has a generally good understanding of her role and responsibilities regarding meeting the learning and development requirements. She ensures the practitioners attend training and provides support to all practitioners to meet children's needs. The manager regularly monitors children's observation and assessment records and uses a system provided by the local authority to monitor the progress children are making. This provides a clear, accurate picture of children's progress and enables practitioners to put in place additional planning to address any weaknesses.

The manager is the designated person for safeguarding in the nursery and provides training for her practitioners. She has a well-written policy in place, which is shared amongst the practitioners. All practitioners have a clear understanding of the processes to follow should they have any concerns about children in their care. Good information is given to each practitioner in addition to the flow-chart available in each room detailing the process to follow. Thorough risk assessments are carried out twice a year, in addition to daily checklists for safety at the beginning and end of day including the garden. Consequently, children play in a safe environment. Effective recruitment procedures are implemented and there is an appraisal programme in place to monitor the ongoing suitability of staff.

Good systems are in place for monitoring of the provision including an effective self-evaluation, which includes views from practitioners and parents. Regular monitoring of the provision, the environment and practitioner's performance ensures good continuous improvement. In addition, training is encouraged for all practitioners to extend their qualifications or develop a greater understanding about different areas. As a result, professional development amongst practitioners is promoted well.

Partnerships between other agencies are developing well, with contact made to local schools. The manager understands the importance of sharing information with other providers and actively seeks to make these links.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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>	EY417318
<b>Local authority</b>	Havering
<b>Inspection number</b>	907256
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Denesh Marwaha
<b>Date of previous inspection</b>	18/04/2011
<b>Telephone number</b>	01708 551 778

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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, which are usually the childminder's 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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