

Ladybird Nursery

Fern Road, Farncombe, Godalming, Surrey, GU7 3ER

Inspection date	19/03/2013
Previous inspection date	11/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 staff team creates a safe and happy environment where children have fun because they feel confident and secure.
- Effective partnerships with parents means that children's progress at home and nursery are shared and used to plan for their next steps in learning.
- Children develop effective communication and thinking skills as staff make excellent use of open-ended questions as children play.
- The manager and staff, have a clear vision for the nursery and endeavour to improve practice through new initiatives gained from training.

It is not yet outstanding because

- children's personal independence is not always promoted as well as possible at mealtimes because staff miss opportunities to encourage children to take on some tasks for themselves.
- staff do not make the most of opportunities to encourage children in literacy activities indoors and in the garden to support early writing and reading 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.

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

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Ladybird Nursery has been open since 1996 as a term time pre-school in Farncombe then moving to the Fern Road premises in 1999 as a full day care nursery, the nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built building in the village of Farncombe, in Surrey. Children have access to several base rooms and a fully enclosed outdoor area. There are currently 56 children on roll, all of whom are in the early years age group. The nursery is open five days a week from 8.00am to 6.00pm, 51 weeks of the year. The nursery offers after school club. The setting receives funding to provide free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 10 staff members who work with the children, four of whom hold a relevant National Vocational Qualification at level 3.

What the setting needs to do to improve further

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

- develop children's literacy skills further by creating an outdoor environment which is rich in print and providing greater opportunities for children to practise writing in role play and other activities
- further enhance ways in which children develop independence skills, for example by allowing children to serve their own food at mealtimes.

Inspection judgements

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

Children thoroughly enjoy the time they spend at nursery and make good progress. This is because staff have a good understanding of the learning and development requirements. They assess children's starting points accurately and plan activities which are accurately matched to children's needs across all the areas of learning. In addition, the activities are challenging and enjoyable for children which further supports their good development. Staff are well deployed, enthusiastic and eager to help the children settle. The indoor environment contains resources which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices from the wide selection available.

Staff sit with children during activities and ask questions that make them think and respond and they repeat children's comments to reinforce and extend their learning. Children are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of using their fingers during messy play. Music is used effectively across the nursery as children enthusiastically play musical instruments, sing songs and dance. Awareness of number and counting is encouraged through everyday activities and children enjoy counting objects as they play. Children are provided with a wide range of opportunities to use technology. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they want and use the mouse skilfully.

Staff model spoken language very well, asking thoughtful questions and carefully introducing new vocabulary through spontaneous conversations with children. This teaching supports the children's good progress in their communication and language skills. Staff extend children's learning as they play, helping them to gain useful skills for when they move on to school. Children enjoy listening to stories and the book area provides them with a cosy place where they enjoy and learn to appreciate books. Very young children learn how to turn the pages correctly and point to pictures which interest them. They are happy to sit alongside others and independently select their own books from baskets. Older children are beginning to link sounds to letters and some are naming and sounding the letters of the alphabet. This is because staff provide opportunities and activities for children to play with letters and sounds which provides a strong foundation for future reading development. However, there are fewer activities and resources that support some areas of their literacy development both indoors and in the garden area. The lack of some literacy resources in the outdoor space restricts learning in this area for those who prefer to learn outdoors, although these children still maintain good progress.

Parents are kept well informed about their child's time at the provision. A newsletter is sent out monthly to inform them about forthcoming events. They have been invited into the provision to discuss their child's development and to look at their learning journal which shows their progress. This helps parents to be involved well in their child's learning.

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

The key person system works well and children are steadily forming strong bonds as they settle into the provision. Children are happy and enjoy what they are doing at nursery and like to cuddle into their key person. A stimulating, well-resourced and welcoming environment is provided which supports children's all-round development and emotional well-being. Babies form very strong attachments to their key person and respond with smiles and gurgles when they interact with them. Daily routines, such as nappy changing, are well managed so young children are comfortable throughout the day. Children develop independence as they are able to find and return what they need. Staff provide lots of praise and encouragement as children play which helps to develop their self-esteem. Staff have a calm and consistent manner with the children, so are good role models. Realistic rules and the consistent management of unwanted behaviour means that children begin to understand what is expected of them quickly. Children learn about the needs and feelings

of others through sharing, taking turns and helping others. Very young children hear gentle reminders to say 'please' and 'thank you'.

Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they talk about how they can protect themselves from germs by washing their hands before snack. They become knowledgeable about healthy eating and have good opportunities to choose healthy snacks and drinks independently. However, staff do not do everything possible to encourage children's personal independence; for example, they serve their lunch for them, so children miss the chance to take on this additional responsibility. Children benefit from good play provision that is also available outside. For example, they choose to play indoors or out so that they get plenty of fresh air and exercise. They also use suitable equipment to enhance their physical skills, such as balls, push and pull toys, small sit-and-ride toys and bikes.

Children learn about safety through regular fire evacuation practice. Through complying with these expectations and learning self-care skills, children enjoy their pre-school experiences and learn good skills to support their eventual move to school.

Children prepare for the moves they make within the nursery as they visit the room with their key person. Information is shared to ensure there is continuity in their learning and development and welfare. Older children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

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

The owner and manager have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified adults are implemented. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow should a concern be raised to protect children from harm or neglect. Risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children.

Staff's on-going suitability is monitored through the manager observing them in their work and regular appraisal systems which identify areas for development, such as training needs. Courses attended so far are helping staff to improve their knowledge, understanding and practice. Ongoing training opportunities and supervision are in place and staff can discuss all aspects of their role in two-way discussions with the manager, for example, when a staff member indicated that she would like to embark on a degree course this was supported by management.

A key strength of this nursery is the very good relationship staff have developed with

parents. Parents are very pleased with the playgroup, stating, 'I cannot speak highly enough about the nursery' and 'staff really get to know your children very well.' Staff exchange verbal information daily when children are dropped off and collected and specifically at this time, staff provide lots of reassurance to parents to let them know how their children are settling in. Parents also have a good platform to express their views through meetings, letters and through staff being available every day. Staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals which helps them use appropriate strategies for children's needs.

The management team are motivated well. They share their enthusiasm with their committed staff to continuously build on the work of the nursery. Self-evaluation takes into account the views of staff, children and parents. Views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. There are good links with the local authority and the manager works well with the local advisory teacher which further enhances the self-evaluation process.

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
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

Unique reference number	120088
Local authority	Surrey
Inspection number	907937
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	56
Name of provider	Gary Twocock and Pamela Twocock
Date of previous inspection	11/12/2008
Telephone number	01483 426717

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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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