

Ladybirds Neighbourhood Nursery

Halton Lodge Children's Centre, Grangeway, RUNCORN, Cheshire, WA7 5LU

Inspection date	05/07/2013
Previous inspection date	23/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop confidence and independence skills as they choose from a wide range of toys and equipment. They are developing their self-care skills as they begin to independently serve food and put sun hats on.
- Staff work well with other professionals and external agencies to ensure that children receive the support they need in order to make progress in their learning and development.
- Children's physical skills are promoted well as they experience activities indoors and outdoors.

It is not yet good because

- Planning of children's next steps in development are not always based on secure assessment or linked closely to children's current interests because the process takes too long.
- Children do not always have the opportunity to complete activities to their own satisfaction by following their own scenarios. For example, staff are quick to answer for children or to take over creative activities.
- Sleep routines in the baby room do not always support parents' wishes or children's routine at home.

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 had a tour of the nursery, and spoke to staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector observed children having a meal and afternoon snack.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at policies and procedures.

Inspector

Linda Shore

Full Report

Information about the setting

Ladybirds Neighbourhood Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises with the Halton Lodge children's centre in the Runcorn area of Cheshire, and is operated by the Pre-School Learning Alliance. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, five are qualified at level 4 and one holds a foundation degree. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 96 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all children have challenging and enjoyable experiences in all of the areas of learning by using accurate assessment to plan for their next steps in development in a timely way
- ensure children have the resources, adult support and time to think in order to complete activities to their own satisfaction and follow their own learning
- improve the partnerships with parents to ensure children's home routines are supported.

Inspection judgements

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

The staff have a reasonable understanding of promoting children's development and they plan a variety of activities to support their learning. Information is obtained from parents when children start in the nursery, and this contributes to an initial assessment of their developmental stage. The assessment of children's development includes the 'progress check at age two', as required. Observations are done periodically on children and linked

to the appropriate development bands to establish what children can already do. Next steps in learning are identified and added to planning in the next cycle. However, the processes used to record, assess and plan are time consuming and assessment is inconsistent. As a result, children's next steps appear in planning about three weeks later and are not always based on a secure knowledge of what children can already do. The timescale involved means that planning is not always related to children's current interests and this does not maximise learning.

Pre-school children learn about the world they live in as they add water to the sand and notice the change in properties as it sticks together. They build castles and say they want to make a flag. However, children do not always direct their own learning. When paper scissors and sticks are brought out for this, staff make the flags for them. This means children do not always have the resources or time to think and follow their interests. The warm weather means the water play is popular with children and they use buckets and sponges to wash the blackboards and toys outside.

Children sing and dance enthusiastically, learning left from right as they have fun shaking the right hand all about. Communication skills are developing as children use rhyme and song to decide who to roll a ball to. They develop their physical coordination as they run around outside and skilfully avoid each other. Babies climb on the climbing frame and crawl in the ball pool, developing their confidence and physical abilities. Children follow their own scenarios and build on the play of others as they draw spikes on the windows of the chalk boat. They learn to count and calculate as they work out how many more they need. Therefore, the critical thinking of children preparing to go to school is reasonably promoted.

The staff provide a welcoming environment in which most children make steady progress towards the early learning goals. This helps to prepare them appropriately for the next stage in their learning. Staff discuss and share information relating to children's learning, generally, well with parents. This means parents are appropriately placed to support children's ongoing development at home.

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

A gradual settling-in period allows children to feel at ease in the nursery, and this supports them and their parents in forming strong relationships with key persons during transition. Staff cuddle children if they are unsettled, providing a sense of comfort that contributes positively to their happiness. Staff regularly praise children for achievements and efforts. Children are, generally, well behaved as staff give clear guidance during activities and routines. Owing to the use of age-appropriate methods of managing behaviour, children learn what is acceptable. Children's routines are obtained from parents so that nursery staff can support these, however, children are put to sleep all together after dinner and often rocked in prams. This does not fully support children's needs or parent's home routines.

Physical activities, such as, outdoor play, running and climbing, help children to develop an understanding of the effects of exercise on their bodies. Children take responsibility for aspects of self-care, such as putting on sun hats, with little or no assistance before going outside and staff discuss the risks of sunburn. This helps them learn about being safe.

Children confidently interact with staff and their peers, demonstrating their sense of security in the nursery. However, sometimes staff are too quick to answer for children, before they have a chance to think and respond. For example, when playing the nursery rhyme game, children do not have time to check their card properly before adults point out who has the right one. This means children are not demonstrating the characteristics of effective learners as they don't always have time to pursue their own activities with support.

The nursery provides nutritious and well-balanced, freshly cooked meals daily, resulting in children's awareness of healthy choices as they eat fresh strawberries they have grown themselves and access drinks. Their independence is suitably promoted as children are beginning to serve themselves. Staff sit with children while they eat in a well-practised social routine and encourage their social skills during conversation. Children are appropriately protected against infection. The nursery is maintained in a clean condition throughout and children are aware of good hygiene practices, such as hand washing after messy play and before meals. This all means children are developing the necessary physical, self-care, social and emotional skills they need to form a strong base for future learning as they move on to school. Staff ensure transitions to school are managed sensitively to support children's welfare and learning.

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

The inspection was prioritised by Ofsted due to concerns raised about a child leaving the nursery unsupervised. Correct procedures were followed and reports made to the required authorities. A full risk assessment has taken place and appropriate measures taken to ensure this does not happen again. Staff understand the safeguarding policies and show a reasonable understanding of the procedures to be followed if they have concerns about children in their care. Risk assessments are carried out and daily checks are made. Policies are updated regularly for the nursery and shared with parents. Parents are made aware about the responsibility of the nursery to protect children at all times. The nursery was found to be complying with requirements for numbers of staff, their deployment and levels of qualification at the time of inspection and the premises were secure.

The manager has a suitable understanding of the learning and development requirements and her responsibility to monitor the staff practice and the effectiveness of teaching. Appraisals and regular staff supervision meetings mean staff performance is monitored well and any concerns about children are addressed in a timely way. New tracking systems are beginning to highlight areas for development. Children's progress is, generally, evident

and this helps children develop a foundation for future learning as they move on to school. Recruitment and induction of new staff is adequate. They receive an initial induction, which ensures they familiarise themselves with the policies and procedures and know their role and responsibilities within the setting.

Some staff evaluate activities fairly well to identify where changes can be made to improve the learning experiences for children. They successfully adapt child-led activities to maintain children's interest and stimulate learning, such as adding paint to the water outside and allowing children to mix them with paint brushes.

A written development plan is in place for each room and demonstrates that management and staff can assess strengths and some weaknesses. Actions from the last inspection are being targeted. All documents required for the safe running of the nursery are in place. Regular discussion between staff and parents gives parents ideas of activities to do at home to support children's learning. However, effective partnership working to meet children's needs are not fully in place as parents routines are not always followed. Partnerships with local schools and other professionals work well to meet children's needs, including those with special educational needs and/or disabilities, to help prepare them for school.

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	EY279805
Local authority	Halton
Inspection number	925565
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	96
Name of provider	Pre-School Learning Alliance
Date of previous inspection	23/11/2011
Telephone number	01928 589234

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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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