

# Ladybird Day Nursery

The Lindens, 24 High Street, Fenstanton, HUNTINGDON, Cambridgeshire, PE28 9JZ

<b>Inspection date</b>	06/08/2013
Previous inspection date	24/02/2011

<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 active learners and staff give high priority to the development of children's language skills. As a result, children make good progress across all areas of their learning and development.
- Children are treated as unique individuals and their emotional security is given high priority. Consequently, children feel secure and form strong attachments with the staff.
- Partnerships with parents and other professionals are good. This results in an integrated approach to the children's care, learning and development.
- Management carefully monitors the whole provision; including the quality of teaching. As a result, children's learning and care needs continue to be met.

### It is not yet outstanding because

- Staff do not always provide older children with additional resources to enable them to further stimulate their ideas and imaginations as they play with the large wooden blocks. As a result, learning opportunities are not always fully optimised at this time.
- The range of resources and activities provided for the babies and younger toddlers in the outdoor area are not always sufficient enough to enable them to fully explore and develop their play and ideas. Consequently, children do not always gain the highest achievements in their learning during this time.

## 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 the nursery rooms and outdoor play area.
- The inspector spoke to the owner, manager, staff and children.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents.

## Inspector

Ann Austen

## Full Report

### Information about the setting

Ladybird Day Nursery was registered in 1974 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted detached house in the village of Fenstanton, Cambridgeshire. The nursery serves the local area and beyond. Children use facilities on the ground and first floor and have access to an enclosed garden and outdoor play area.

The nursery employs 21 members of childcare staff. Of these, 18 members of staff hold appropriate early years qualifications at level 3 and above, including the manager who holds Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 102 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 who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance opportunities for older children to access a wider range of resources to enable them to further stimulate their ideas and imaginations when they play with the large wooden blocks
  
- enrich babies and younger toddlers outdoor learning by; extending the range of resources and activities provided, to ensure these children gain the highest achievements in their learning while playing outside.

### Inspection judgements

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

Children enjoy attending the nursery and eagerly explore the resources and activities provided. They display the characteristics of effective learners and are developing the skills needed to help in the next steps in their learning, including school where appropriate. Staff observe and assess children as they play. As a result, staff have a good all-round knowledge of the children which helps them ensure activities are tailored towards their individual interests and next steps. For example, older children show

enthusiasm for writing and drawing and utilize the available pencils and mark makers. They give meaning to the marks they make as they write letters and draw pictures for their friends in the post office. Older children attempt to write their names and some children form recognisable letters. In addition, staff encourage children's literacy development by ensuring that a good range of books are readily available for them to access independently across the nursery. As a result, children quietly look at picture and story books, or show them to an adult so the book can be shared.

Staff clearly understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. They motivate children's interests effectively by joining in their games and showing their enthusiasm and interest. For example, while playing in the water younger children are encouraged to develop their understanding of 'empty' and 'full' as they pour water into the different sized containers. In addition, children are encouraged to count and are learning to recognise numerals as they enthusiastically jump onto the numbers on the hopscotch squares. This effectively promotes children's mathematical skills. Staff encourage the children to plant the flowers and vegetables in the nursery garden to learn about growth. Children subsequently learn to water and nurture the plants as they grow and thoroughly enjoy picking the berries before they proceed to make a fruit pie for their snack.

The development of the children's language skills is given high priority throughout the nursery. Staff effectively 'tune in' and respond to the messages young babies are attempting to convey and sing to them as they wait for their dinner to be served. They encourage young children to use sounds in their play, such as, 'beep beep' and 'nee-naw, here comes the car' and introduce new vocabulary, such as, 'splash' and 'shiny shells' during the context of the children's play. Young children delight in singing their favourite songs, such as, 'If you're happy and you know it clap your hands' and eagerly shout 'We are'. By the time the children are in the pre-school they are articulate and initiate all manner of conversations. Staff show an interest in the children's conversations. They ask questions and help them to recall the activities they enjoy. As a result, children's communication skills are good, which helps them gain essential skills for when they move on to school. In addition, the 'Every Child a Talker' programme is successfully used to support language development; including those children who speak English as an additional language and children with special identified educational needs and/or disabilities. For example, staff use visual aids and play word and picture games with the children to encourage them to learn key words and phrases. In addition, children learn French and say 'hello' in a variety of languages.

Friendships are appropriately fostered. For example, young children extend and elaborate play ideas together during role play activities and freely chat to one another as they dig in the garden. Staff effectively provide a range of activities to help broaden their understanding of the diversity of the wider world. For example, children make potato cakes for Hanukkah and create colourful dragons and listen to Chinese music to mark the Chinese New Year. Children learn about places of interest, such as London and visitors to the nursery, for example, the police develop their understanding of the roles of others. Children enjoy being physically active in the garden. Babies use appropriate aids to develop their sitting, crawling and walking skills and younger children steer and manoeuvre the wheeled toys with growing confidence. Older children kick footballs, climb

on the pirate ship, and sing to themselves as they swing on the swings. They enjoy building different structures and balance beams out of the large wooden blocks. However, staff do not always provide additional resources to further stimulate the children's imaginations and ideas as they play with the wooden blocks. As a result, learning opportunities are not always fully optimised.

Babies and young children effectively use their senses to explore a range of media and materials. They enjoy 'cause and effect' toys and enjoy handling a range of natural materials. For example, babies explore the wooden items and listen to the different sounds as they shake the cubes. In addition, younger children have regular opportunities to explore paint, dough, sand and water. Toddler aged children have access to a good range of resources which reflect everyday life, such as a cooker and cooking utensils. This helps young children to develop their early imaginative play. However, while playing outside babies and younger toddlers are not always provided with a sufficient range of resources and activities to enable them to fully extend and develop their play and learning. As a result, children occasionally wonder around and learning opportunities are not always fully maximised at this time.

Staff create a welcoming atmosphere and are very approachable. They value parents as active contributors to their child's learning and development. A good range of information is gathered at the start of the placement about the children's achievements and development. Staff subsequently use this information to aid the settling-in and initial assessment process. Parents have good opportunities to share in their children's learning. They receive regular updates on children's progress, can talk to their child's key person daily and are invited to consultation evenings. The children's learning journals are available for parents to see at any time and they are invited to contribute to these with observations from home. Staff subsequently use this information to enhance planned activities and to promote their language as they talk to them. Parents receive regular newsletters and can assess a good range of additional information in the nursery entrance area. Further opportunities for parents to become involved in their children's learning are provided through opportunities to take home 'Bailey bear' and through borrowing books to share with their children.

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

All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals and their emotional security is given high priority. As a result, children feel secure and form strong attachments with the staff. For example, babies are provided with warm, consistent care, children seek reassurance if required and older children confidently move around the identified play areas selecting the resources they want to play with.

Secure settling-in arrangements including discussion relating to children's care and learning needs successfully aids transitions from the children's home into the nursery's care. For example, information about young children's daily routines, favourite toys and

comfort items are exchanged and information is obtained to ensure any medical needs are known and accurately met. As a result, continuity in the children's care is maintained. Transitions between rooms are managed well. Parents are informed in advance and children are gradually introduced to their new room and to their new key person. As a result, children make new friends and begin to develop the confidence to explore and try different experiences. Older children make successful transitions to other childcare provisions because staff establish links with future teachers. For example, teachers are invited to the nursery and staff complete transition documents which provides information about the children's learning and development achievements during their time with them. In addition, staff visit local schools and take photographs of the children's new environment. Staff subsequently share and talk about the photographs, which helps to ease potential anxieties about 'moving on'. Parents comment positively that their children are confident and ready to move to 'big school'.

Children are well-cared for in a safe and welcoming environment. Staff ensure that adult to child ratios are maintained and that sufficient space is provided to enable them to develop their play and ideas. They are appropriately deployed across the nursery. Consequently, staff keep children safe and support their all-round development and emotional well-being. Children's work and photographs are displayed throughout the nursery, which successfully supports their sense of belonging. In addition, pictorial displays depict positive images of others. Children are taught to recognise dangers and the potential consequences of their actions. For example, children learn to manage risks safely by using tools with care, for example, as they handle and cut paper with scissors. In addition, children in the pre-school room become 'safely rangers' for the day. They confidently explain that the floor must be wiped if it becomes wet and that the sand should be swept if too much is on the floor. Staff encourage children to share and take their turn and help them to understand cooperative play and team work. For example, children work together to make the parachute lift high in the air and staff play games with the children which encourages them to wait for their take turns. Children's confidence and self-esteem is raised because staff praise them for their achievements. Consequently, children smile and proudly show staff their achievements.

Children's health and well-being is promoted well. Systems are in place to inform staff of any health or dietary issues the children may have and records are kept of any accidents or any medicines administered. Babies and young children are able to rest and sleep according to their needs and are provided with appropriate cots and bedding within designated sleep areas. Children have regular access to the outdoors for fresh air and exercise and are encouraged to be active and energetic. For example, babies are taken on walks in the local community and older children develop their physical skills as they play in the nursery garden. Children thoroughly enjoy a broad range of healthy, freshly prepared meals and snack, such as fresh fruit, sardine bolognaise and tarragon chicken and new potatoes. Mealtimes are social occasions; children sit together in small groups and share their news. They learn how to use utensils correctly and to wait until everyone has finished before leaving the table. The nursery has obtained the 'five star' food hygiene rating from The Food Standards Agency and the nursery cook has attended appropriate training in food hygiene.

Staff successfully establish routines which encourage children to look after themselves and

take responsibility. For example, younger children learn how to hold their spoons to feed themselves and older children serve themselves their lunch. In addition, older children become 'book monitors' and actively help to tidy away the books and puppets. This supports their growing independence and helps them prepare for transition to school. Staff implement effective hygiene routines to enable children to adopt healthy habits, such as washing their hands before eating their snack and after using the toilet. Older children confidently discuss that they do this to remove 'germs'. This subsequently helps to prevent the spread of infection. In addition, nappy changing areas are clean and are suitable for their purpose.

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

Management and staff are committed to improving the overall quality of the provision. Clear procedures are in place to monitor the educational programmes to ensure the range of experiences provided reflect the needs, aptitudes and interests of the children as they progress towards the early learning goals. For example, management completes cohort tracking procedures to highlight children's progress and potential gaps in their learning and development and senior members of staff regularly check the children's development record folders to ensure children's next steps are clearly identified.

Management monitors staff performance and the quality of teaching through daily observations of their practice. They offer support and guidance through regular supervision and appraisals and suitable opportunities are provided for staff to strengthen their skills and gain additional qualifications. For example, staff attend 'Managing conflict' and 'Using music to support speaking and listening' training. Staff meet regularly as a team to discuss issues and to share their ideas to further develop good practice. In addition, self-evaluation is used to highlight strengths and areas to improve the quality of the provision. This includes asking parents to complete questionnaires about the service provided and older children draw pictures of their favourite things at nursery. The recommendations raised at the last inspection have been met, which demonstrates the nursery's commitment to continuing improvement.

The safeguarding and welfare requirements are met. Management and staff fully understand their roles and responsibilities in promoting the safety and welfare of the children. A good range of written policies and procedures, including a safeguarding policy, support the safe and effective management of the provision. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. For example, management obtains enhanced Disclosure and Barring Service checks. This ensures that all staff are checked before they have unsupervised access to children. In addition, a sufficient number of staff hold appropriate early years qualifications and are suitably experienced to work with the children. Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person knows how to make a referral to the appropriate external agency to help protect a child's welfare. Staff carry out risk assessments of the indoor and outdoor play areas, and when

taking children on trips. This enables them to identify, record and remove any potential hazards. Staff ensure the nursery is secure. They supervise the children well and ensure fire exits are free of obstruction and can be easily opened from the inside. In addition, staff implement secure procedures that require all visitors to the nursery to show their identification and to sign the visitors' book.

Staff develop good partnerships with parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents comment positively about the quality of the service offered. They state that the staff are 'fabulous ladies' and 'we cannot put into words how much love and support you have given'. In addition, parents and their families are invited to barbeques in the nursery garden and are encouraged to take part in charity fundraising events. Staff are alert to the early signs of needs of the children that could lead to later difficulties. They have secure procedures in place to seek expert advice from other professionals, such as the area special needs coordinator. This ensures that appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need. For example, focussed targets are set to help children progress in their learning and development and one-on-one teaching support is provided. Successful links have been established with the local schools and other providers who provide early years education. Reception teachers visit the nursery and develop relationships with the children and nursery staff.

### **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

<b>Unique reference number</b>	259998
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	928228
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Mary Crosby
<b>Date of previous inspection</b>	24/02/2011
<b>Telephone number</b>	01480 469166

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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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