

# Little Ladybirds Limited

Ladybird House, Unit 11 Falcon Court, Preston Farm Industrial Estate, STOCKTON ON TEES, TS18 3TS

## Inspection date

02/09/2013

Previous inspection date

17/02/2010

## The quality and standards of the early years provision

**This inspection:**

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

- Teaching is securely based on practitioner's thorough knowledge of the Early Years Foundation Stage. They, therefore, make good use of opportunities to promote children's learning through play and structured activities.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.
- Children's interests and needs inform the planning and they are offered a wide variety of activities. The key person system is also used well, meaning that practitioners and families can work together to promote children's learning and well-being.
- Children's language and communication skills are well promoted. Children who have additional needs are very well supported in developing and extending their vocabulary and in making good progress in their overall development.

### It is not yet outstanding because

- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.
- There are insufficient resources, in the room for children aged 15 months to two years, to promote exploration and learning through sensory experiences.

## 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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, completed a joint observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

## Inspector

Eileen Grimes

## Full Report

### Information about the setting

Little Ladybirds Limited was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two storey premises on the Preston Farm Industrial Estate in Stockton on Tees. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 31 members of childcare staff. Of these, 29 hold appropriate early years qualifications at level 3, including two with Early Years Professional Status or Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 202 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 staff's understanding of consistent and effective open-ended questioning, so children learn to think more creatively and critically
- extend resources in the room for children aged two to three years, in order to improve opportunities to inspire exploration and encourage them to use their senses.

## Inspection judgements

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

Children are enthusiastic, curious and keen to learn. This is supported by the skilled interaction of staff who challenge children through rich and stimulating activities they provide. Staff value children's comments and contributions, whilst also understanding when to allow children freedom to play and explore. Activities link closely to children's interests and preferences due to the secure assessment procedures used by staff. This means children become engrossed and fully involved in their play.

Outstanding evaluation of activities and the areas used by children help staff to continually improve the environment to support children's learning. The home corner is regularly changed, which results in children engaging in various forms of imaginative play. For example, children are enthusiastic to cook as it contained "real" food. They worked together as they chopped fruit and vegetables and made magic soup whilst other children added water to tea bags to investigate the change in colour. Children have easy access to an excellent range of toys, equipment and resources that support their learning. Excellent use is made of both indoor and outdoor areas to promote and extend learning, enabling children to play and learn in a way which is right for them. For example, children look at the apples growing on the trees and talk about how they grow and then ask if they are having the apples for snack. This well considered approach and good support helps to ensure that all children make good progress in their learning and development throughout all areas of learning.

Children are confident communicators; they make their needs known and enter into detailed conversations about how and why certain things should be done. For example, toddlers investigate and make marks in the paint and look at their hands prints with interest. Staff who are aware of the importance of pre-writing skills in preparation for school, extend this activity to making marks on the paper using a variety of pencils and crayon. Children consider and try out several resources before finding the right tools for them, highlighting the staff's ability to maximise spontaneous play. However, this could be further extended through the use of more open-ended questioning, to encourage children to think critically and creatively.

Focussed activities and games support children in making rapid progress in their language skills, narrowing the gap in this area for some children with identified needs. Children with additional needs are extremely well supported. Staff use tools and a wide range of strategies, such as photographic time lines, pictures and simple signs to help them communicate. This enhances and support their learning ensuring they make good progress. Children with English as an additional language are supported through the range of resources available. Staff use books, which are in the child's home language and liaise closely with parents to establish simple words.

Children have plenty of opportunities to develop physical skills. The organisation of the rooms ensures that babies have varied opportunities to practise their mobility supported by staff who provide lots of one to one attention. They investigate, moving around the room using various walkers and furniture for support. Space and resources throughout the setting are extremely well organised. Youngest children investigate through water play with pipettes. However, this could be further extended through the introduction of more resources to encourage children to investigate and explore further using their senses. Children are settled and secure within the familiar routines and consistent boundaries and expectations. They understand how they can help each other and are gaining the ability to work together and care for others. For example, children talk with delight and excitement about the rabbit and know they need to care for him, stroking him carefully when given the opportunity to hold. Staff gather accurate information through observations and discussions with parents to help them establish children's starting points and stage of development. This enables them to plan activities that will support children in building on

what they already know, in order to gain new skills. They have developed systems to complete the progress check at age two, which they share with parents at organised meetings. Parents are extremely well informed of children's learning; they have regular open nights and frequently share children's 'learning journeys' with key persons. This helps them to feel fully involved in their child's learning and promotes consistency. Parents state that the nursery provides an excellent environment for children to grow and develop, supported by a committed and dedicated staff team.

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

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Very secure settling-in arrangements mean children are able to separate from parents or carers confidently and make a smooth transition. They become increasingly independent in their personal care needs. For example, when children use the toilet there is a sign to remind them to wash hands. They use the soap, water and paper towels to make sure their hands are clean before they have their snack, dinner and after handling the rabbit.

Staff are consistent in their expectations with regards to children's behaviour, sometimes drawing children's attention to what is expected of them. Children learn to share, take turns and consider the needs of others as they play, helping them in building relationships. They consider the feelings of others as they talk about how actions will make them and others feel. Children receive lots of praise and encouragement, making them feel proud of their achievements and encouraging them to 'have a go'. Children talk freely about their pictures, which are attractively displayed on the walls around the room, which develops their self-esteem. Through playing with resources that positively reflect differences, children learn to respect and value diversity and consider the needs of individuals.

Staff are vigilant about safety at all times. Risk assessments are completed and safety monitored throughout the rooms. Children are encouraged to participate in risk assessing areas within the nursery, raising their awareness of how to keep themselves safe. For example, they talk about how to walk up and down the stairs safely, and discuss safety issues on using the knife when chopping the fruit and vegetables.

The environment is very well maintained and positive practices are followed to support children's health. Children enjoy healthy snacks, meals and drinks during the day. Meals are served to children in a social setting and staff sit at the table with children and talk about a range of subjects, developing social and interpersonal skills. Older children are encouraged to serve themselves, developing independence and preparation for school. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the very wide range available. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs.

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

## provision

Strong leadership and effective team working means that all those involved within the setting strive to offer the very best care for children. All have a clear understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirements for the Statutory framework for the Early Years Foundation Stage. This is due to thorough induction procedures and very effective supervision. Staff deployment is good and staff are well qualified and have a positive attitude towards continuous professional development. This helps practitioners to improve their knowledge, understanding and practice to benefit the care and support they offer to children. Regular staff meetings help to ensure a consistent approach, which means children feel secure and settled.

Comprehensive self-evaluation and careful monitoring of the provision offers the management opportunities to identify strengths and weaknesses. Once identified, weaknesses are prioritised and acted upon so that positive improvements are made for the children. All aspects of the curriculum are reviewed regularly. This helps staff to identify children's needs and learning preferences and provide them with a broad curriculum that supports their development.

Staff have a consistent knowledge of all policies and procedures and are updated when any are reviewed. For example, all staff are fully aware of new policies implemented to enhance the settings safeguarding arrangements. Rigorous procedures are followed with regards to staff recruitment and vetting, which includes checking the suitability of staff, students and volunteers. This helps to protect children from harm.

Extremely strong partnerships with parents, carers and others involved help staff to meet children's needs. Detailed information is provided for parents about the setting. This includes settling-in sessions, providing them with the opportunity to see how the setting works and to develop their understanding of the importance of play and how staff support each child in the setting. Links between key persons and parents are strong, ensuring ongoing information sharing to promote consistency. Parents' views and ideas are welcomed and actively encouraged. The setting has established very good links with the local schools and nursery. Staff have established systems with other nurseries to promote consistency and cohesion. They have implemented a book which is completed by everyone involved with the child, and staff share development progress with staff formally on a half termly basis. This ensures a joint approach to the child's education.

## 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>	EY295573
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	909534
<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>	110
<b>Number of children on roll</b>	202
<b>Name of provider</b>	Little Ladybirds Limited
<b>Date of previous inspection</b>	17/02/2010
<b>Telephone number</b>	01642 614 020

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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