

Ladybird Day Care

Kirkley Childrens Centre, Kirkley Street, Lowestoft, Suffolk, NR33 0LU

Inspection date	29/08/2013
Previous inspection date	12/07/2011

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

- Activities and resources are carefully planned to support the learning needs of individual children. This helps ensure all children make good progress in their learning and development.
- Adults develop very good relationships with children and their parents. This helps children feel secure and enjoy their time at nursery.
- Strong leadership and management means all staff are supported in reflecting upon and improving their childcare skills.
- Good use is made of the indoor and outdoor areas to allow children to move freely as they play, explore and investigate.

It is not yet outstanding because

- Daily routines, such as story time and whole group activities for older children, sometimes take a lot of time and lessen the amount of time children have available to learn through independent play.
- Choices at meal times, for children on specific diets, are sometimes not as varied as possible during holiday periods. This means that some children do not always learn about their own food preferences or have a go at trying new tastes.

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 spoke to children, parents and staff about the nursery.
- The inspector observed children in all areas of the nursery, during play and meal times.
- The inspector reviewed written policies and procedures, including records of accidents and risk assessments.
- The inspector looked at children's learning records and spoke to staff about how they help children make progress.

Inspector

Jenny Howell

Full Report

Information about the setting

Ladybird Day Care is one of two early years settings run by the Lowestoft College Corporation. It opened in 2007 and operates from three playrooms within Kirkley Children's Centre, in Lowestoft, Suffolk. All children share access to an enclosed outdoor play area.

The nursery is open from 8am until 5.30pm, each weekday for 51 weeks of the year. There are currently 110 children from birth to five years on roll. Children can attend for a variety of sessions, or for full day care. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery also runs a monthly creche to support services provided by the children's centre.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 23 members of staff, including some regular supply staff. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve the organisation of daily routines to ensure that older children have sufficient time to follow their own interests and learn through child-led play

- enhance meal choices so they are sufficiently varied to encourage all children to take an interest in their own food preferences.

Inspection judgements

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

Children make good progress in all areas of learning. This is because staff carefully observe and assess what children can do and plan future activities, which support their development. They also listen carefully to children's interests, so that children find learning exciting and stimulating. For example, on the recent 'Pirate Day', children enjoyed following treasure hunts and digging for hidden treasure in the mud tray. Individual plans are written for children with special educational needs and/or disabilities. The knowledge of parents and specialists, such as speech therapists, are used to develop a personalised

plan for learning, which helps to ensure that all children receive the support they need to make good progress. Children with English as an additional language are also well supported as a variety of images and written languages are on display. Books also support children learning about the home countries of all children attending.

Staff interactions are highly effective in supporting learning. Staff chat to children, using simple questions to encourage them to think about what they are doing. For example, while washing the vegetables they have picked, children are encouraged to think about how they planted them and looked after them as they grew. This helps children to make sense of the world around them, while also allowing staff to assess children's understanding of what they have done. Additional challenge is given to older children, who may be asked to follow a set of simple instructions, or give another member of staff a message with two key pieces of information. Gentle encouragement is given frequently to all children, helping to motivate them in their learning.

Very good use is made of the indoor and outdoor environment. This gives children space to learn and explore in different ways. They enjoy listening to a story under the tree, building a tall tower on the carpet and creeping along behind the hedge to reach the digging area. Children are well supported in developing the skills they will need for school. Older children pick out the sounds at the beginning and end of words and enjoy estimating how many potatoes they have picked. Each day is structured to provide children with different types of learning opportunities, including independent, adult-led and small group activities. However, for older children, this routine takes up a lot of time and as a result, this sometimes lessens the time they have for active, child-led play and learning.

Babies develop good communication skills. They make good eye-contact with staff and enjoy hearing their words and babbles repeated back to them. They enjoy exploring outdoors, where there are small obstacles for them to climb and pull themselves up on, helping them develop good physical skills. Toddlers enjoy exploring different mark making materials, painting and printing with carrots and potatoes to produce interesting shapes and patterns.

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

Children develop secure bonds with staff. Each child is allocated a key person, who helps them to settle in and feel safe as they get used to being at nursery. The key person also works closely with parents to ensure all children's needs are met well. If children are upset they receive lots of cuddles and reassurance, which quickly calms them. Good behaviour contributes to a calm and harmonious atmosphere. This is created through frequent use of praise, as well as swift, but sensitive intervention from staff, when children disagree.

Staff are very attentive to children's individual needs. They notice when children are tired and settle them to sleep, with frequent monitoring of all sleeping children. Nappies are changed whenever needed and older children are encouraged to be independent in their self-care. Children learn about healthy living. They enjoy discussing a story about a little

girl who did not wash her hands, talking about germs and illness with enthusiasm. Visits from a dental nurse and police officer help children learn how to keep themselves safe and healthy. Children can help themselves to fresh drinking water at all times. Snacks and meals are provided at regular intervals. These are healthy and nutritious and meet children's dietary needs. However, during holiday periods, choices for children on specific diets are not as varied as possible. This means children are not fully supported in exploring their own tastes and trying new foods and flavours.

Transitions are extremely well supported. Parents and children visit the new room as children prepare to move within the nursery. The child's key person also visits with them, until they are fully settled with their new member of staff. As children prepare for school, they are visited by their future teachers, helping to reduce any anxiety they may feel about starting school.

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

Safeguarding systems ensure that children are protected from harm. Daily risk assessments of all areas of the nursery are carried out by senior staff, who have a thorough understanding of how to assess and minimise hazards to children. All staff have undergone vetting checks to ensure they are suitable to work with children. Training in safeguarding and first aid, helps to ensure that staff can respond quickly and appropriately should they have concerns about a child, or in the event of an accident. Senior staff ensure that all records, such as medication and accident logs, are completed correctly. They also review accident records to identify if any nursery resources, equipment or routines need to be adapted or removed, in order to reduce recurring accidents.

Staff are supported in their professional development. All staff attend additional training and can improve their levels of qualification. Staff meetings are used to discuss ways to improve the nursery and ensure all children have a high-quality experience. The educational programme is also monitored effectively to ensure all children make good progress. Thorough self-evaluation is effective in identifying areas for development. These include planned improvements to the outdoor area and the recent re-organisation of the rooms to make it easier for children to access resources independently.

Good relationships with parents and other providers of the Early Years Foundation Stage, help ensure all relevant information is exchanged on a regular basis. Parents are provided with a wide range of information, covering all aspects of the nursery. This is shared via newsletters and written policies and procedures. Parents views are actively sought using questionnaires and a feedback box. The information gathered from these has led staff to review the variety of meals provided to children at lunch time. Parents comment very positively about the nursery, emphasising how approachable staff are and how involved they feel in their children's learning and development.

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	EY357015
Local authority	Suffolk
Inspection number	915639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	110
Name of provider	Lowestoft College Corporation
Date of previous inspection	12/07/2011
Telephone number	01502 532 740

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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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