

# Ladybirds Day Nursery

98 Elm Road, WISBECH, Cambridgeshire, PE13 2TB

<b>Inspection date</b>	22/11/2013
Previous inspection date	12/04/2012

<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

- Staff ensure parents are well-informed about children's progress and offer helpful advice about how to support learning at home. As a result, good partnerships are evident and children's progress towards the early learning goals is fostered well.
- Children with special educational needs and/or disabilities have an excellent start to their early education. Staff know children well, build strong links with professionals and parents alike and consequently, children's progress is assured.
- The manager and staff understand the importance of safeguarding and have a good range of policies and procedures to support their practice. As a result, children and babies are able to play and learn in a secure environment.
- The quality of the teaching is good. Staff understand how children learn through play and provide a wide range of activities and resources to inspire children to be creative, investigate and explore.

### It is not yet outstanding because

- Occasionally, the toddler room is busy and less well-organised. As a result, children find it hard to concentrate and focus on their learning.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all areas of the nursery and the outside learning environment.
- The inspector held a meeting with manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents and carers into account.
- The inspector looked at children's learning profiles, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full report

### Information about the setting

Ladybirds Day Nursery is a privately owned provision. It originally registered in 1995 and was taken over by the current owner in 2011. The setting operates from a converted bungalow with a two-storey extension in Wisbech, Cambridgeshire. The nursery is open five days a week, from 7.45am to 6pm, all year round, except bank holidays and the period between Christmas and New Year. All children have access to an enclosed outdoor play area. There are currently 82 children on roll, who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register and is in receipt of free early years funding for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 13 staff; most of whom hold appropriate early years qualifications.

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

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

- review and enhance the already good environment and organisation in the toddler room, to further promote children's learning and sustained concentration.

### Inspection judgements

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

Children and babies benefit from a wide range of exciting learning opportunities at the nursery. They excitedly explore the stimulating surroundings and are keen to investigate and learn new skills. Staff have a good understanding of their roles and demonstrate this as they play alongside children and babies, teaching and supporting them skilfully. For example, babies delight in playing with large cardboard boxes. They spend impressive amounts of time climbing in and out, hiding in or filling and emptying the boxes. Staff respond playfully by knocking on the cardboard or playing peek-a-boo. In this way babies are learning to investigate and play alongside others. The good use of resources, such as boxes teaches babies and children to use their imagination, follow their own interests and explore. Older children learn about shape during adult-led activities. They listen carefully as staff teach them about triangles, circles and rectangles and encourage children to observe different shapes in their environment. As a consequence, children's mathematical skills are enhanced and the gradual introduction of whole group activities helps to prepare children well for school. Children are confident communicators and readily express their ideas and thoughts to staff. Staff understand the importance of this ability and so where necessary, use gestures and pictures to support their spoken word. This is especially successful for children speaking English as an additional language and means they quickly learn to communicate successfully. Literacy development is fostered well by plenty of meaningful text in the environment, including examples written in children's differing

home languages. Children enjoy making marks in shaving foam and sand and in this way begin to gain the muscle control needed to eventually hold pencils. Consequently, older children are able to write their name and enjoy early writing.

A particular strength of the nursery is the excellent support given to children with special educational needs and/or disabilities. Staff working individually with children use augmented communication systems and sign language skilfully. They have an outstanding understanding of how to meet children's needs and as a result, children make rapid progress from their starting points. Staff value parent partnerships and ensure they are well-informed about children's progress and how to support learning at home. Staff request monthly updates from parents and as a result, they can all celebrate children's achievements. Staff observations and assessments are precise and together with parental observations, form the basis for challenging planning that meets each child's needs. All in all, the nursery provides a good early years experience for all children.

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

Children generally feel confident and secure at nursery because of the strong partnerships that staff form with parents. As a result, staff are well-informed about children's care needs. Children are largely independent and move around the nursery, following their own interests. Staff are well trained in supporting children to behave appropriately at nursery and they offer consistent strategies to help children understand what is and what is not acceptable. Ways to support children are also shared with parents and this coordinated approach helps children further. Staff are attentive to children's safety and have a good range of risk assessments to support their work. Children have plenty of opportunities to play outside in the fresh air where they are able to continue their learning across all seven areas. Physical skills are promoted well as children learn to peddle cars, ride bikes and use the slide. These good opportunities enable children to learn about risk and how to keep themselves and others safe while they are having fun. Staff extend children's learning about good health and nutritious foods during mealtimes. They sit with children, making this a sociable time and promoting good independence skills by encouraging children to serve their own food. The nursery is warm, welcoming and well-resourced with plenty of activities to interest babies and children and promote their learning. However, there are times when the layout and organisation of the toddler room does not maximise children's engagement and concentration on activities.

Staff ensure children are well-prepared for changes in their lives, such as moving to different rooms or when they are old enough, moving on to school. Gradual settling-in procedures are used effectively to support younger children, while activities and visits from new teachers helps older children develop confidence for going to school. In this way, children's emotional readiness is ensured and they are prepared for the new challenges in their lives.

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

The manager has a good understanding of her legal responsibilities for safeguarding children and ensures she reviews her practice and knowledge regularly. Staff have a good understanding of safeguarding procedures and know how to report concerns they may have. Effective policies and procedures support their work and ensure children are secure and as safe as possible. The manager demonstrates a high level of commitment to the nursery and is inspired to drive forward improvements. Self-evaluation and well-targeted action plans are in place and developed in conjunction with staff, the proprietor, parents and children. As a result, the nursery is well placed to make very positive progress. Monitoring of educational programmes and children's individual progress is thorough. This ensures children receive a broad range of challenging experiences and confirms they are making good progress towards their learning goals. Recruitment procedures are good and include background checks and a robust induction and trial period. In this way, only suitable staff are employed. Highly effective professional management systems are in place and include regular staff meetings, peer observation and supervision. The manager and staff are keen to develop their knowledge and skills. They attend training sessions whenever possible and are eager to cascade information to colleagues at staff meetings. The impact of their training is evident and supports children well. For example, staff have recently refreshed their knowledge of behaviour management. This has improved their already good knowledge and made them more confident to carry out consistent strategies to support children.

Partnerships with outside agencies, other providers and local schools are well-established and especially strong. As a result, there is a coordinated approach to babies and children's care, well-being and development. Partnerships with parents are equally strong. Parents eagerly share their positive feedback about the nursery and are pleased how children's communication skills have improved considerably since attending nursery. Daily discussions and meetings all ensure parents are fully informed of children's progress. Parents also enjoy 'stay and play' opportunities and are fully involved in future developments of the nursery.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY430388
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	939407
<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>	50
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Elm Road Day Nursery
<b>Date of previous inspection</b>	12/04/2012
<b>Telephone number</b>	01945475059

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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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