

Ladybirds Private Day Nursery Limited

St Oswalds Centre, Church Side, Methley, Leeds, West Yorkshire, LS26 9BJ

Inspection date	28/02/2014
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress as they happily engage in purposeful learning experiences delivered through inside and outside play. Planned activities take into account children's steps for learning, building on their prior skills and knowledge.
- Daily access to the large, rich and varied natural outdoor environment and equipment enables children to explore and develop their physical skills.
- Positive and purposeful relationships are forged with parents that promote consistency of care so that children's individual needs are met.
- The settings is managed effectively, the manager closely monitors and evaluates the service provided to identify targets for continuous improvement. This results in high standards being consistently maintained.
- Children are safe in the setting due to the robust approach taken by the team towards safeguarding. This means that all aspects of children's well-being are promoted well.

It is not yet outstanding because

- There is room to offer further opportunities to secure children's independence skills.
- There is scope to extend the already good use of appraisal and supervision of staff in the nursery, to continue to provide children with high quality experiences and teaching.

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.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector held meetings with the provider and manager of the provision and she spoke to the staff and children when appropriate during the inspection.
- The inspector conducted a joint observation with the manager in the outdoor area.
The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans, along with arrangements for safeguarding and risk assessments. She also looked at children's assessment records and planning documentation.

Inspector

Amanda Forrest

Full report

Information about the setting

Ladybirds Private Day Nursery was registered in 2009 on the Early Years Register. It operates from four rooms, within a grade two listed school house in Methley, near Leeds, West Yorkshire. The setting has close links with a local school providing an out of school provision on their site. They also offer a wrap-around service from Ladybirds nursery to the school nursery throughout term time. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for bank holidays. The nursery employs 21 members of staff, 14 of these, including the manager, hold recognised early years qualifications. There are currently 66 children on roll in the early years age group. Children attend from surrounding areas. The nursery supports 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:

- strengthen opportunities for children to become independent by supporting them to pour their own drinks and serve their own food at snack and mealtimes
- extend the already good use of the appraisal system and peer observation to further support professional development in the nursery.

Inspection judgements

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

Children have great fun in the well-resourced indoor and outdoor environments. The majority of staff consistently use effective teaching strategies to support children's good learning which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. This is because each key person maintains an accurate record of children's achievements and they use their observational assessments to identify and plan for individual children's next steps for learning. Parents are also involved in this process, enabling them to be part of their child's ongoing learning and development. The manager and her more experienced staff are effective role models and they continually model good practice and support the team in providing good quality learning opportunities for the children. This results in children benefitting from good learning experiences throughout the nursery.

Babies are well supported in their play. Indoors and outdoors, they have designated areas where they enjoy playing with a developmentally appropriate range of toys and resources. Good selections of natural resources are provided that allow young children to learn

through their senses and explore objects using their hands and mouths. Motivated and enthusiastic staff in the nursery create a welcoming and nurturing environment, as a result, children enjoy their time in the nursery and they are supported to make good progress towards the early learning goals. The children relate well to their playmates and the staff. Children confidently try the activities on offer. For example, babies are involved in a baking activity and the staff provide each child with an individual bowl of flour to explore and experiment with the mixture. As a result, babies are actively engaged and have opportunities to explore texture and malleable materials. They enjoy free play as they move between the resources and activities with staff support to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, singing familiar rhymes to them as they sit together on the floor. Children join in with pleasure as they make noises as part of the rhymes and are asked to predict what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms.

The older children also have access to a wide range of activities and experiences both indoors and outdoors, which promote all areas of learning. During outside play, children wear waterproof suits, enabling them to be outside at all times of the year and to safely engage in lots of messy play experiences. Children have fun in the planting area and they dig and explore in the soil. They also use their imagination well when re-enacting the popular children's story about going on a bear hunt, using the outdoor wood area. Staff retell the story as children respond with actions and a narrative to the story. Children are also busy focusing on simple map work and use the outdoors to make and predict a journey, this promotes children's knowledge of the local environment. Children play outside and engage in activities to promote physical development, such as using balance beams and climbing structures. Staff skillfully introduce positional language like over and under; the member of staff engages children and extends their learning by encouraging them to find their own solutions to any problems which arise. For example, when climbing over a wooden frame, the staff member supports the child to hold and place their foot in an appropriate place, to successfully and safely tackle the obstacle. This effectively promotes children's creative and critical thinking, and allows them to take small manageable risks. Inside, children also develop their exploration and investigation skills when touching and feeling the texture of clay, flour and oats. Older children are focused on making marks in the clay and using the flour and oats to make a pretend meal. Staff appropriately engage children in a discussion and ask lots of questions, this sensitive engagement ensures that children are allowed time and space to become active learners and guide their own play. Children continually remain actively engaged and focused in their play, which effectively supports their good learning.

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

Staff liaise very effectively with parents throughout their child's learning, activities and throughout the settling-in period at the nursery. Parents stay with their child during this

time if they prefer. The key person system works effectively, as they are interested and they have the opportunity to discuss their key child's individual needs. Children show they feel safe and secure in this nursery, where they are cared for by familiar adults. They develop warm bonds with the staff who are good role models. Babies settle well as staff comfort them and ensure that their needs are sensitively met. This promotes young children's feelings of safety. Staff are calm and patient and demonstrate good manners to the children and to each other. Staff are well deployed and relate to the children appropriately, encouraging children to learn boundaries in their behaviour. The manager and the policies that are in place provide the team with clear guidance regarding appropriate behaviour when working with young children. Children behave well and are proud of their creations, showing them off to the adults around them. This develops their self-esteem and builds on their sense of achievement and emotional well-being.

Transitions between rooms are carefully managed to ensure that children are ready to move and enjoy new experiences. Key persons stay with the child as they move around the new environment and ensure they are close by to offer support and monitor children's responses to their new environment. The manager is aware of the need to prepare for transitions to school to ensure as little disruption for each child as possible, and has made superb links with the local schools. Information relating to children's progress is passed onto the child's new setting, to enable them to continue to support children's good learning. This all contributes to children making a seamless transition to school. Daily sheets keep parents well informed about their child's individual routines and the activities that they have enjoyed.

Children's well-being is effectively maintained and their awareness of health and safety promoted well. Children engage in daily outdoor play opportunities, developing their physical skills and understanding of staying safe outdoors. They learn about the benefits of eating healthily and the importance of exercise through discussions, positive reinforcement and planned activities. Children's good manners are promoted at snack and mealtimes and children use this time to talk to their friends and are developing good social skills. However, there is scope to further develop children's independence skills at mealtimes by enabling them to take responsibility for small tasks, such as self-serving food and pouring their own drinks. An accessible sink within the main playrooms, enables even the youngest of children to begin to develop good hand washing practices as part of the daily routine.

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

Children are safeguarded through the implementation of effective practices and procedures. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with children and regularly review staff continuing suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular training from the manager to ensure their knowledge is maintained. Most staff are currently working to improve their level of qualification and the manager is an effective role model who demonstrates some highly

effective teaching practice. This results in staff continuing to build their own skills and knowledge as they become more effective practitioners, which maintains good standards of care and learning for all children. Children's health and safety is maintained as they play in a clean, well-maintained secure setting. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. Deployment of staff is good, resulting in children being constantly supervised. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified and minimised.

The setting is managed well; the management team oversees the staff team to ensure all the Early Years Foundation Stage requirements are met. Appraisal and supervision arrangements are in place. However, there is scope to promote the already good practice of peer observations to improve individual practice. Management continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the setting's practices and procedures. Everyone contributes to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. The provider's action plans detail the improvements they have made since the last inspection, which have enhanced children's care and learning in different areas. The action plan is something that is continually added to, providing everyone with clear focus as they work together to drive and secure continuous improvements. The provider also monitors the educational programmes to ensure every child is moving forward in their development.

Partnership working with parents, carers, other providers and agencies are very strong. This supports the inclusion of all children. The setting actively works with parents and outside agencies, sharing and exchanging information to ensure children's specific health care needs are met and to ensure support is provided for any children with special educational needs and/or disabilities. This ensures children do not fall behind in their development. Parents receive clear information on the setting and their children's daily care routines and progress. Information is constantly exchanged verbally, through noticeboard displays, newsletters and emails. Parent's views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Children's progress books are regularly sent home and provide detailed information on each child's progress and development. Parents are encouraged to contribute to this process by sharing information relating to their child's interest and achievements from home. Parents confirm they are happy with the setting and the information they receive. Parents comment highly of the staff, including their commitment to their role and understanding of their child's development.

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

Unique reference number	EY299501
Local authority	Leeds
Inspection number	955695
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	66
Name of provider	Ladybirds Private Day Nursery Limited
Date of previous inspection	17/02/2009
Telephone number	01977 554443

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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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