

# Ladybird Nursery School

11 Ryder Gardens, RAINHAM, Essex, RM13 7LS

<b>Inspection date</b>	25/04/2014
Previous inspection date	07/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 form strong attachments to their key persons and other staff as they explore and have fun in this friendly and homely nursery.
- Children are motivated and eager to learn as they investigate imaginative resources and activities that reflect their interests and abilities and help them make good progress.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents, carers and other professionals are strong. Parents are encouraged to contribute to children's learning at home and in the nursery, which ensures they make good progress from the beginning.

### It is not yet outstanding because

- There are few opportunities to further extend children's interest in information and communication technology.
- Arrangements for nappy changing and potty routines are not managed in the best way.

## 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 both playrooms and garden.
- The inspector spoke with the manager, staff and children.
- The inspector took account of parents' views by speaking with them on the day and by reading parent feedback.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Ladybird Nursery School registered in 2010 on the Early Years Register. The nursery operates from a converted house in a residential area of Rainham, Essex within the London Borough of Havering. The nursery uses two downstairs rooms for childcare. There is an enclosed garden available for outdoor play.

The nursery is open Monday to Friday from 8am until 6.30pm 51 weeks of the year. Children attend for a variety of sessions. There are currently 19 children on roll in the early years age group. The nursery receives funding for the provision of early education for children aged three and four years.

The nursery employs six members of staff and a cook. All members of staff hold appropriate early years qualifications. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- review the organisation of care routines, particularly for nappy changing and toilet training routines
- extend children's interest in information and communication technology by providing more exciting and imaginative resources that will develop their natural curiosity and willingness to learn.

### Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development, and how they learn through play. The quality of teaching is good across the nursery as staff take every opportunity to extend children's learning through the activities they choose. Staff have high expectations for the children and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. For example, children are fascinated as staff show them how to measure and mix tubes of paint and water to make different colours. Children concentrate hard as they accurately pour water up to a mark and gradually mix in different paints. This activity supports their development in many areas including mathematics. Staff closely monitor

children's progress through focused and spontaneous observations and assessments, and use this information to accurately identify the next steps in their learning. This knowledge, together with staff's secure understanding of children's interests, likes and dislikes, gathered from parents, informs careful planning to promote individual children's progress. As a result of successful planning, children are motivated, enthusiastic and eager to learn.

Parents contribute well to their children's development and learning. They are fully involved in the initial assessment process to identify children's starting points and in the progress check at age two. Parents regularly exchange information with their children's key persons and share examples of learning from home to provide continuity. For example, when children take home a nursery teddy, parents help them to write up a journal about the activities and adventures they have experienced together. Children who are learning to speak English as an additional language are very well supported as staff display key words and practise counting in their home languages. This supports children to recognise their own language and compare with the English translation. Children with additional needs are also well supported. Staff quickly identify where a child may need extra help and seek advice from appropriate professionals. This ensures that all children receive the support they need and any gaps in their learning quickly close.

Children's communication and language skills develop well as staff continually engage them in conversation. They use open-ended questioning techniques to encourage children to think and respond. Children choose the songs they want to sing and staff join in with enthusiasm and demonstrate the actions to follow. Children learn more about the world around them as staff teach them about the life cycle of a caterpillar as they hunt for toy bugs with their magnifying glasses. They talk about the habitats of insects and children look in wonder at the stick insects that live in the nursery terrarium. Staff encourage the more confident children to hold the insects carefully and gently to examine them more closely, while the more timid look on in amazement. All areas of learning are available to children indoors and outdoors as they lead their own play. Staff encourage and extend children's play to move them forward in their development. Staff support children who are moving on to other settings by ensuring they are confident in their learning and achieve the skills they will need for school.

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

Children are confident and happy in the nursery and they settle quickly. They behave very well. Staff frequently praise children to promote self-esteem and encourage positive behaviour. Staff and parents recognise and celebrate children's achievements as they write their accomplishments on leaves they attach to an 'achievement tree'. Staff are good role models and they lead by example, teaching good manners and politeness. The secure key-person system ensures that children feel settled and make good relationships and attachments. Staff provide a warm, welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children's personal, social and emotional development is promoted as they play alongside their peers and learn to take turns and share. Play resources are of good quality and are easily accessible to all children. However, there is less equipment to promote children's growing use of

information and communication technology to support them in their learning and spark their curiosity further. Children have frequent access to the outdoor environment that staff make interesting and inviting. They put on their own coats and demonstrate their growing independence.

Most children manage their own personal care needs, appropriate to their age, and learn the importance of washing their hands. However, the bathroom area is small which restricts nappy changing for some older children, and potty cleaning is sometimes delayed. Children have frequent opportunities to run around in the fresh air and strengthen their muscles. Staff take them to the park and soft play centre regularly to experience a wider range of play equipment for physical development. Children develop confidence as they balance on stepping stones in the garden and staff praise them as they learn a new skill. Healthy eating is promoted by the provision of fruit for snacks, and the nursery cook ensures that meals served at lunchtime are nutritious and meet children's needs. They serve themselves, learning skills for the future, and once a week make their own teatime treat. Children with allergies to certain foods are well protected as colour coded placemats are used and all staff are aware of their needs.

Children are safe in the nursery. They are well supervised as staff interact with them at all times. Children learn to keep themselves safe as staff remind them of their rules of not running inside to prevent them from tripping. All visitors to the nursery must sign in and out and are monitored throughout their visit. External doors are kept locked and only opened by senior staff. Closed circuit television allows staff to monitor each area of the nursery to ensure children remain safe and secure. Staff carry out regular fire drill practices to ensure that all children and adults know what to do should an emergency occur. Staff have high expectations of children to be confident, capable and independent and emotionally ready for the next stage in their learning and school.

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

All staff have a clear understanding of the requirements of the Early Years Foundation Stage. The management team ensure that they abide by the requirements of the local authority's planning department. They understand when and how to notify Ofsted of any significant changes to premises, occupancy and staff. Staff are fully aware of the policies and procedures of the nursery as the manager sets quizzes for staff at their meetings. The staff undertake regular training to ensure their knowledge is up to date. The safeguarding policy and procedures are clearly displayed for all to see on a board in the hall. Mobile phones and the nursery camera are stored in the manager's office and only used at appropriate times when they are signed in and out. All staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. All adults are subject to appropriate background checks to ensure that they are suitable to work with children. All the necessary documentation for the safe and efficient management of the nursery is kept up to date and regularly reviewed. The environment and all activities and outings are effectively risk assessed to ensure that children remain safe at all times.

Recruitment procedures are robust and new staff receive a full and rigorous induction into policies and practices. Effective monitoring of the educational programmes and successful tracking of individual children's development enable staff to identify any concerns as they arise. Staff obtain parental permission to seek appropriate intervention and professional support. Staff are well supported by the manager, who closely monitors their practice and the effectiveness of the educational programmes. The manager observes the quality of teaching and offers constructive feedback to staff. Staff are encouraged to respond and identify their own training needs. This results in a strong motivated staff team, who are committed to providing a high quality experience for all children. Ongoing professional development is discussed regularly and practitioners are encouraged to pursue the training they need to enhance their practice. Children's progress is closely analysed by the key persons and monitored by the management team to ensure all children achieve to the best of their ability.

Staff work closely with parents and provide frequent reports on children's progress. Parents make positive comments and say they are delighted with the service provided. Staff support parents to continue their children's learning at home and welcome parents' contribution within the nursery. Self-evaluation takes account of the views of parents, staff and children. The manager produces detailed action plans for each area of the nursery, highlighting where improvements are needed. All staff give feedback on each other's skills and practice, including that of the manager. They evaluate the educational programmes at the end of every day and discuss how well they are meeting the needs of the children. Staff ensure that children are ready for school as they take them on walks to explore the schools in the area. Teachers are invited into the nursery to speak to the children, and staff provide them with a summary of children's development to ensure continuity of learning.

## 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>	EY417318
<b>Local authority</b>	Havering
<b>Inspection number</b>	965647
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Denesh Marwaha
<b>Date of previous inspection</b>	07/03/2013
<b>Telephone number</b>	01708 551 778

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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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