

Ladybirds@Riverside

Cotman Close, Abingdon, OXFORDSHIRE, OX14 5NL

Inspection date

Previous inspection date

05/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The strong staff team establish warm and loving relationships with children so that they thrive and make good progress.
- Staff work together successfully to bring about improvements in the setting, leaders have a strong vision resulting in consistently good progress to date.
- Children of all ages make very good progress in their learning as they have time to access and explore a stimulating environment combined with good quality teaching from motivated staff.
- Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities so that all children make good progress.

It is not yet outstanding because

- The new staff team have not had time to fully embrace systems and procedures through high quality supervision.
- Parents are not consistently encouraged to become involved in their child's learning and development.

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 observed activities both indoors and outdoors in the nursery.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a joint observation with the supervisor of the nursery.
- The inspector sampled a range of documentation including children's records and progress checks and talked with the leadership team.
- The inspector reviewed the settings self-evaluation documentation and discussed plans for future developments.

Inspector

Ann Rowe

Full report

Information about the setting

Ladybirds@Riverside is managed by Ladybird Pre-school Ltd and is one of two settings run by the provider. It registered in 2013 following the takeover of an existing pre-school. It operates from a prefabricated building in its own grounds in Abingdon, Oxfordshire. All children share access to a secure, outdoor play area. The pre-school has pet chickens, goldfish and snails. The pre-school is registered on the Early Years Register and currently has 35 children on roll in the early years age range. The pre-school is registered on both the compulsory and voluntary parts of the Childcare Register although currently has no older children on roll. The pre-school is open each weekday from 8.30am until 3.15pm, currently during term times. The management are hoping to extend opening hours to include holiday care at a later stage. The pre-school employs six staff, including one member of staff with a foundation degree.

What the setting needs to do to improve further

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

- continue to develop high quality professional supervision to fully embed all new systems and procedures into daily practice

- strengthen the systems to support and engage parents in their children's learning and development.

Inspection judgements

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

Staff are successful at meeting the needs of all children who attend this lively and welcoming nursery. They organise the indoor and outdoor areas effectively to enable children to make good progress in all areas of development. Staff support children in their chosen activities as they demonstrate a good understanding of the Early Years Foundation Stage and how children learn. They provide an effective balance of child-initiated and adult-led play activities that support children's developmental stages, interests and abilities. The new staff team work well together, supporting each other's activities so that children benefit from what is on offer. Staff regularly observe the children in play and record their findings in children's learning journals. They make good use of an online tracking tool which enables them to pick up areas of weakness and learning gaps and plan for children's needs accordingly. This means all children are able to reach their potential in learning. Staff have plans to utilise a new system to record children's individual learning so that parents will have easier access at home and be able to make contributions more readily. Currently this practice is inconsistent.

Staff engage very well with children as they play and as a result children are developing sound communication skills. For example, in the doctor's role-play area new vocabulary and language are constantly being introduced, and staff model appropriate behaviour when encouraging children's play. Older children use language to make up games and to communicate their ideas. They play amicably together and chat as they do so, for example, about chosen menus in role play, sharing their time on the swing and using advanced names of dinosaurs. Staff encourage children with speech and language difficulties so that they can join in with conversations and reach their full potential. Children have ample opportunities to use and extend their physical skills with the obstacle course, the swing and by using ride-on vehicles. Caring staff are close-by to support those who need help to balance and move in different ways. Inside, the opportunity to move dinosaurs, threading games and the use of writing equipment all demonstrate that staff are equally aware of the need for fine motor control in children's development. During doctors role play children learn about different parts of the body and how to move the parts separately. Staff also take advantage of opportunities to raise children's awareness and understanding of the benefits of healthy foods in their diet during these activities which supports children's good health.

Children consistently demonstrate that they have good understanding of number by counting and using higher value numbers in their play and activities. For example, children are able to read the digits on a thermometer, and to count 21 steps across the obstacle trail. Children regularly count items under ten and use numbers readily in their conversations. They learn about shapes and show they have some understanding of mathematical, positional language in their play with dinosaurs, when using terms such as 'behind' and 'in front of'.

Staff make good use of reference books to support children's understanding of the emergency services. They readily share books with children in a cosy and special way that fosters children's love of stories. They model reading and handling of books at several points during the day so that children come to understand that print carries meaning. Story time is an important part of the children's routine because they engage well with the story and staff are on hand to support those who need help to sit still and listen. This helps children's personal, social and emotional skills and children demonstrate increasing levels of confidence when interacting with their peers and the adults at the setting. Children share and play kindly without dispute, using good manners and respect throughout their play. This supports children's future learning outcomes.

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

Children are settled, secure and very happy at the nursery. This is due to the strong relationships they build with their key person and other members of the staff team. The nursery offers sound settling-in arrangements and support for new children. This means that children are able to separate from parents and carers confidently and establish good relationships with adults and children in the setting. Children become increasingly independent in addressing their own needs. For example, they readily take out toys they

require and can find their own water bottle unaided. This increases their confidence in their own ability. Children are supported in developing good relationships with their peers and learning how to work with them harmoniously. They often receive praise and encouragement for their kind and thoughtful behaviour.

Safety and security are a high priority within the setting. Risk assessments are robust and safety is monitored daily, by regular checks carried out by members of the staff team. This helps them to quickly identify any possible hazards to prevent accidents occurring. Good use of documentation helps to support children's safety and welfare. The environment is well maintained and staff's good practice supports children's health. Children enjoy healthy snacks provided by the nursery and packed lunches during the day. During meal times staff take opportunities to discuss and reinforce healthy eating habits. There is ample opportunity to enjoy fresh air and exercise outdoors further promoting a healthy lifestyle.

The nursery operates from an open-plan room which is bright, well organised and well resourced. The environment is engaging and there is free flow access to the outside area, which means that children can access a variety of learning opportunities where they learn best. Children explore all areas confidently, selecting activities of their choice from the wide range available. They are able to sleep, if the need arises, and are regularly checked by the staff as they sleep, to promote their safety. Easily accessible toilet and hand washing facilities enable children to be increasingly independent. There is always a member of staff on hand to ensure correct hygiene procedures and to offer help if required, so children gain understanding of the importance of personal care routines. Staff follow sound nappy changing procedures to prevent the risk of germs spreading.

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

Following changes in ownership and management, leadership at the nursery is stable and the team are dedicated and enthusiastic in their roles. New systems are in place to monitor children's development and focus sheets help staff to ensure that there are no gaps in their learning, and that activities are challenging. The range of activities staff offer children is stimulating and promotes effective learning. The nursery has embraced support from their Early Years Advisory teacher who has been involved in setting actions for improvements across the educational programmes, during the past six months. Education programmes are of a good quality, with motivated staff, keen to guide children to make consistent progress in all areas of learning and development. The new staff team show sound understanding of how children learn and implement good methods throughout their work.

The nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage fully. Leadership and management have a clear understanding of their roles in supporting and guiding staff in child protection procedures. All members of staff have recently updated their training in safeguarding and paediatric first aid. Staff demonstrate a good understanding of behaviour management strategies and quickly intervene to control minor issues, so that the nursery is a happy place. Procedures for

recruiting, vetting and appointing new staff are robust, with all new staff undergoing checks by the Disclosure and Barring service. Induction programmes and regular staff meetings also ensure the safety and security of the nursery is maintained. Staff deployment is effective, resulting in a high level of care for all children throughout the day. The key worker system works generally well but there is room for staff to build more firm relationships with their key children's parents. At present parents have some involvement in their children's learning but the nursery has plans to build better partnerships by providing online access to learning records, introducing parent review meetings and by providing newsletters in the future.

Management and staff have a strong drive for improvement, which is evident in all they have achieved together to date. The nursery staff have improved the way they maintain partnerships with external agencies to facilitate further improvements. The management team are keen to participate in a range of new initiatives that will improve the service they offer to children and their families, such as improving the service for children aged two years. They seek parental views on changes they make, as well as review practice in house and implement ideas which aim to deliver improvement.

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	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	EY469780
Local authority	Oxfordshire
Inspection number	948831
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	35
Name of provider	Ladybird Pre-School Limited
Date of previous inspection	not applicable
Telephone number	01235 531670

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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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