

# Ladybirds Nursery

Karingal, Bracklesham Lane, Bracklesham Bay, Chichester, West Sussex, PO20 8JA

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 22/05/2014 |
| Previous inspection date | 21/02/2011 |

| <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 |                         | 1 |
| The contribution of the early years provision to the well-being of children            |                         | 1 |
| The effectiveness of the leadership and management of the early years provision        |                         | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Robust staff supervision and professional development effectively drives improvement.
- Staff promote children's communication and language skills extremely successfully.
- High quality staff interaction and effective teaching techniques ensure all children continue to make rapid progress in relation to their starting points.
- Staff support children with special educational needs and/or disabilities effectively and very strong interagency partnerships ensure they meet children's individual needs successfully.
- All staff, parents and children actively evaluate the setting to promote continual 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 inside and outside.
- The inspector spent time talking with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

Ladybirds Day Nursery opened in 2004. It is privately owned and operates from detached, single storey premises in the seaside village of Bracklesham Bay near Chichester, West Sussex. Children use three main rooms plus a separate sleep room and there is a fully enclosed garden for outside play. The nursery is open Monday to Friday from 7.45am to 5.45pm all year round and children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 69 early years children on roll. The nursery provides free education for children aged two, three and four years. The nursery serves the local village and surrounding areas. There are 10 staff employed to work with the children, including the owner, who is also the manager and she is suitably qualified and experienced. There are nine members of staff who have early years qualifications. In addition, two auxiliary staff are employed to support the staff team.

### 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 and extend the information gathered from parents about children's starting points in relation to their learning and development.

### Inspection judgements

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

All children are making rapid progress towards the early learning goals in relation to their starting points on entry. Staff across the nursery demonstrate an excellent understanding of the Early Years Foundation Stage and implement it successfully to promote children's welfare, learning and development. The nursery has an effective key person system in place to support children and their families. Key people spend time recording detailed observations of the children's achievements and progress, and then use the information well to plan individual activities and experiences for all children. All staff know exactly what they are working towards with the children. This results in purposeful planned learning intentions, where the children have fun and learn without realising. The curriculum planning, both inside and outside, is effectively balanced and covers all areas of learning successfully. Staff organise the daily routines to ensure all children are actively engaged in their learning and are involved in planning activities that link in with their own interests and suggestions. Children's communication and language skills are developing exceptionally well because staff effectively incorporate specific programmes, and promote the children's communication and language skills across every aspect of the learning environment. For example, staff encourage children to recognise sound and speech patterns. Staff are trained to gently repeat children's words, pronouncing them slowly and

clearly to support and consolidate the children's learning. In addition, children's speech and language skills are tracked and monitored with a language tool.

Children express much happiness and enjoyment during their time in this nursery. They work together cooperatively, often singing and laughing spontaneously. The atmosphere is one of busy purposeful play. Children become increasingly inquisitive and adventurous in their learning because staff support them so well. Staff ensure all children have access to an extensive range of accessible resources to promote their decision-making skills and independence well. The book areas are well stocked and comfortable so children enjoy listening to stories and handling books as they learn about the value of text. Staff are skilled at bringing the stories to life, using character voices to hold the children's attention. Staff organise activities and experiences to promote children's early writing skills effectively. For example, staff incorporate large muscle movements to form the shapes and directional movements of letters during singing activities, children enjoy making lists, writing their names or making patterns in the sand or corn flour. Staff actively promote children to count and use mathematical language as they play. Older children group objects together and younger children randomly say numbers as they develop their understanding of counting and numbers. All children, including the babies and toddlers, use everyday technology in their play as they begin to learn about computers and programmable toys. Babies enjoy pressing buttons and sliding switches to make lights and sounds work. Staff provide a wealth of art and craft resources for children to create their own ideas and explore the resources as they experiment with a wide range of media. Consequently, children are making excellent progress in their learning.

Staff promote a diverse learning environment for children. They celebrate a wide variety of cultural festivals as they learn about the world around them. Staff facilitate the children's learning exceptionally well using a wide range of teaching techniques. All staff know the children extremely well and know what the children are working towards. As a result, all interaction and conversation with the children is purposeful and highly effective. Staff extend the children's learning through planned activities as well as spontaneous learning through incidental opportunities. For example, children are interested in stories and enjoy looking at the books and listening to stories. Staff have capitalised on this and organise an exceptional puppet show for the children. Staff use finger puppets to tell a story about three little pigs and when the children shout 'more', the staff continue for those children who want another show. After the activity, the children build houses with different materials and talk about which structures are the strongest. One child counts how many blocks he has used and says 'I have more and the walls are thicker so I think my building is strongest'. Another child laughs and tries to 'huff and puff', and when it does not fall down he claps and says 'Yep, yours is strongest'. A member of staff watches and asks if the children are telling their own stories. They say yes, so the member of staff sits with the children asking open questions and children recall their favourite stories and characters as they build more houses. Children are highly motivated and eager to learn more, asking many questions and showing curiosity during free play and planned activities.

The staff have developed very strong links with local schools to ensure the children's move to school goes smoothly. Children visit the local school to become familiar with the school staff and the building. Reception teachers visit the nursery to meet the children in their

own learning environment and discuss their individual needs with staff. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. The staff team have excellent systems in place to assist the children's move both into the next age and stage room within the nursery and into school. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well. Staff value all contributions from the parents and lines of communication are open and trusting. Extremely effective partnerships with parents ensure information is shared openly for the benefit of all children. This enables the staff to meet the individual needs of children at all times. Staff actively encourage children to confidently share their views and opinions, share their thoughts and express themselves freely. Staff respond extremely well to children, giving them a sense of belonging and this encourages children to be fully involved in their learning. Children move around the nursery with ease. They are happy to explore the resources and their play and learning environment. As a result of the very positive relationships the children form with the adults, they demonstrate high levels of self-confidence and self-esteem in all age groups. All children are supervised extremely well and staff support and assist them as needed both inside and outside. The manager and room leaders ensure that staff are deployed effectively and adult to child ratios are maintained at all times in all areas of the nursery.

Staff teach the children about keeping themselves safe from an early age. For example, children practise regular fire drills with the staff and know how to evacuate the building quickly and safely in the event of an emergency. Some of the four-year-old children are able to explain exactly what happens during a drill, demonstrating a very clear understanding of the evacuation procedures. Staff ensure that children are aware of safety rules within the nursery. For example, they are aware not to run inside the building and to sit down when using scissors. Children make extremely good progress in skills that will support them in the future; they approach each other and visitors with confidence, asking many questions to learn more. They demonstrate an excellent understanding not only of the expected codes of behaviour but the reasons why these are important. Children remind each other of how to behave and praise other children when they recognise their achievements.

Parents are actively encouraged to be fully involved in their children's learning as soon as they register their children at the nursery. Staff gather a wealth of information from parents about the children's welfare requirements. However, sometimes the quality of information gathered about the children's starting points in relation to their learning and development is inconsistent. All parents have access to their children's records at any time, both in the children's learning journeys and their daily diaries, and are able to make written contributions. Parents' information evenings are held regularly and staff ensure they are including information about the children's next steps to enable parents to extend

their children's learning at home. Staff ensure all records and documentation are maintained to a high standard and confidentiality is a priority.

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

The nursery procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The manager displays the Local Safeguarding Children Board contact details and procedures all around the nursery for staff, parents' and visitors' information. Staff thoroughly discuss all safeguarding policies with parents to ensure they are fully aware of the nursery child protection responsibilities. All parents have access to the policies, and there are copies of all policies on display for them to read at any time. All children benefit from an extremely safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, staff ensure all children are effectively supervised at all times. Full written risk assessments are carried out covering all areas the children come into contact with, including the outside play area and all outings. The manager implements robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. The nursery is secure. Visitors are required to ring a bell to gain entry to the foyer, they are required to show their identification and sign in the visitors' log, ensuring an accurate record of everyone who comes into the nursery is maintained.

The nursery has extremely effective evaluation procedures in place to monitor the effectiveness of all aspects of the nursery. The manager, all staff, parents and children contribute to the evaluation process through discussions, written comments, suggestions and questionnaires. This enables the nursery to assess its own strengths and identify any areas for improvement. The manager uses an extensive range of monitoring tools, including early intervention language assessment, to monitor and improve the children's learning. The learning environment has improved and the layout has been changed to enable children to move around the zoned areas freely. All resources are labelled clearly and are positioned at a low level to encourage the children's conversational skills and freedom of choice. The nursery has an excellent capacity to improve and maintain continual improvement.

Extremely effective performance management systems ensure all staff are highly confident in their roles. The manager carries out continual monitoring of staff practice, identifying training needs and reviewing all paperwork to ensure it is maintained to an exceptionally high standard. The manager and staff play an active role in continuing to drive improvement. For example, the manager spends time in the nursery rooms monitoring the effectiveness of staff performance and the quality of staff interaction with the children and their parents. She also monitors the quality of activities and experiences provided for the children. Staff also carry out evaluative observations to improve practice and strengthen the already well established team working. All staff complete regular training to ensure their personal skills and professional development continues to grow. Because of the

reflective practice and nurturing style of management in the nursery, all staff are passionate and enthusiastic about every aspect of the work they do. Consequently, staff are driven and keen to improve the outcomes for all children.

The nursery has excellent links with a wide variety of external agencies to ensure all children's individual needs are met in the best possible way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities. The special needs coordinator is extremely knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents, to ensure a consistent approach both at home and in the nursery for the children. In addition, nursery staff work closely with other agencies to support children who speak English as an additional language. This includes signs in different languages, labelling the resources and valuing children's home languages.

### **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

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Unique reference number</b>     | EY281331                  |
| <b>Local authority</b>             | West Sussex               |
| <b>Inspection number</b>           | 968481                    |
| <b>Type of provision</b>           | Full-time provision       |
| <b>Registration category</b>       | Childcare - Non-Domestic  |
| <b>Age range of children</b>       | 0 - 8                     |
| <b>Total number of places</b>      | 26                        |
| <b>Number of children on roll</b>  | 69                        |
| <b>Name of provider</b>            | Suzanne Elizabeth Blunden |
| <b>Date of previous inspection</b> | 21/02/2011                |
| <b>Telephone number</b>            | 01243 671915              |

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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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