

Ladybirds Private Day Nursery and Wraparound Care

10 Calder Drive, Huddersfield, HD4 7PX

Inspection date

Previous inspection date

02/09/2014

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

- Children are gaining a good range of skills across all areas of development because the quality of teaching is good and practitioners demonstrate a sound understanding of how to promote children's learning and development.
- Children benefit from the effective key-person system, which helps them feel settled, safe and secure. As a result, they are forming good attachments with staff who know them well.
- Positive relationships with parents and carers are developed through good communication. Information is regularly exchanged for the benefit of each child's continual care, learning and development.
- The manager and practitioners demonstrate a good understanding of their roles and responsibilities to successfully promote children's well-being and keep them safe and protected.

It is not yet outstanding because

- Practitioners occasionally miss opportunities to allow children the time to use critical thinking skills for themselves, by answering questions for them too quickly.
- Children are not always given the opportunity to carry out manageable tasks in order to further promote their self-care and independence.

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 in all playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, children and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments and the setting's self-evaluation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sadie Corbett

Full report

Information about the setting

Ladybirds Private Day Nursery and Wraparound Care registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Huddersfield and is managed by a private company. The setting serves the local area and is accessible to all children. It operates from two floors of a building and there is a secure area available for outdoor play. The setting employs 19 members of childcare staff. Of these, 16 hold qualifications at level 3 or above, including two with level 4 and one with level 5. The nursery opens Monday to Friday, all year round, except Bank Holidays and Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 67 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen practitioners' use of questioning in order to encourage and promote children's critical thinking skills
- review the preparation and organisation of snack and meal times so that children are able to carry out manageable tasks to further promote their self-care and independence.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and use their knowledge to skilfully plan activities that arise from the child's individual interests. As a result, teaching is effective and practitioners demonstrate a secure understanding of how to support children's learning and development. They use knowledge and information gathered from parents to identify specific starting points for each child. Regular observations are recorded to establish how each child is developing and to determine their next steps in learning. Practitioners observe children regularly and carry out consistent assessments, including the progress check for children between the age of two and three years. Therefore, each child's development is monitored, to ensure they are making good progress towards the early learning goals.

Skilled practitioners keep children engaged and focused. For example, children sit, watch and listen attentively during group time. They are encouraged to develop early number skills and use mathematical language and problem solving to count, as they recognise numbers or shapes that are drawn on a wipe clean board. Practitioners pose challenging

questions, such as 'how many sides does this shape have?' or 'what shape has five sides?' This is then reinforced further by using number sequencing to count the correct number. Children enjoy sharing their favourite books and singing songs with practitioners and their friends, which helps to promote their early literacy skills. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning and their move on to school. Good quality questioning is used to extend children's communication and language skills and help their critical thinking; however, not all practitioners are consistent in this area and some are too quick to answer for the children rather than give them time to process and formulate their own answers. For example, a child playing outside putting sand and mud into a mixing bowl and stirring it with a spoon is asked 'what are you making?' and then provided with the suggestion 'is it a cake?' before the child has time to respond.

Good relationships are built with parents to ensure they are involved in their children's learning from the start. Parents' evenings are carried out annually and parents are invited to view their child's learning journey at any time and to have regular discussions with the child's key person. Parents are provided with opportunities to pass on any comments about their development at home through 'wow clouds' which are available in each room, but most prefer the informal conversations that they have with practitioners daily, as these give both parties continuous updates. A new opportunity for parents to stay and play has now been planned four times a year. This has further enhanced the setting's partnership with parents. This shared approach to children's learning and development successfully contributes to the good progress children make and demonstrates a continuity of learning between the nursery and home.

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

The role of the key person is implemented effectively into the nursery, ensuring every child's care is tailored to their individual needs. Practitioners greet children and welcome them into the setting, which means they feel cared for. A nurturing environment is created in which children are fully supported by consistent routines. Practitioners work closely with the child and their parents to build effective close relationships. Therefore, the move between home and the nursery is supported well and children form strong emotional bonds with their key person and other members of the team. Due to this consistent practice, children's emotional well-being is secure and they adapt quickly to the nursery environment and daily routines. As a result, children are happy to attend, form new friendships and confidently separate from their parents on arrival.

The nursery is well resourced which enables children to freely access equipment and add to the continuous provision which is always available. Children are able to fully access resources within the rooms, which are of good quality and plentiful. Activities are displayed attractively to gain children's interest and to encourage them to explore and extend learning further. Display boards are placed at child height and include children's own work, photographs, children's quotes, two-dimensional and three-dimensional objects. Children enjoy daily fresh air in the secure outdoor environment, which has learning opportunities to extend all areas of development. The nursery has practitioners who have forest school experience and have developed the outdoor area using these

concepts. There is a barked area to promote mini-beasts and fixed climbing equipment to enable children to extend and challenge their physical development. The garden area for the older children has two slopes, so offers the children some challenges physically as well as providing opportunities for them to problem solve how to best manage activities in order to stay safe. For example, children make a car by lining chairs, crates and planks of wood down one of the slopes, and have to problem solve as to where to situate the car to make it stable.

Children's behaviour is good as practitioners share consistent expectations and are good role models themselves. Children enthusiastically take on responsibility, such as helping to tidy away toys before lunchtime. This is because practitioners regularly praise their efforts, which promotes their self-esteem and confidence. Children are encouraged to wash their hands before mealtimes and after going to the toilet, demonstrating their self-care skills. Mealtimes are sociable occasions and everyday tasks reflect those children will experience in school and support their growing independence. For example, children have place mats and choose where they will sit, and they help set the table for lunch. They work cooperatively together while each child self-selects and serves their own meal. Practitioners are present to support with these tasks and sit with the children at the lunch tables, which further promotes children's social skills. However, children are not always given full opportunities to carry out manageable tasks in order to further promote their self-care and independence. For example, children have to wait for practitioners to pour their drink of milk or water as the jugs are too big for the children to handle easily. Similarly, even though children are able to make choices at snack time, they have to wait while one member of staff serves them their fruit, rather than being able to self-select. Practitioners support children's emerging understanding of the importance of healthy lifestyles. For example, in discussions about eating lunch they talk about why it is important to brush our teeth and keep them clean. Practitioners use opportunities to promote safety throughout the day. For example, when going outside to play, the children are told that the sun is hot so they need sun cream and sunhats to protect them.

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

The manager and practitioners have a good understanding of their role and responsibilities with regard to safeguarding children in their care. All practitioners attend relevant child protection training as part of a core induction training programme and know the action to take if they have any concerns about a child. Safeguarding policies and procedures are embedded and include the action to be taken in the event of an allegation being made against a practitioner. In addition, appropriate procedures are in place for the use of mobile phones and cameras in the nursery, to protect children from any possible misuse. Clear procedures are in place to minimise risks and hazards within the environment. For example, comprehensive risk assessments are conducted on areas used by children. The security of children is maintained by a secure entrance door and the manager can monitor all rooms and the exterior of the building on a closed circuit television monitor. There are procedures in place for the arrival and departure of the children, which helps to promote their welfare and prevents unwanted visitors entering the premises. Recruitment and vetting procedures are sound and records show that all practitioners undergo necessary

checks. This helps to guarantee their suitability to work with children. The manager ensures all staff are trained in paediatric first aid, and practitioners are can clearly articulate what action to take in an emergency situation.

The manager and her team have a good understanding of the Early Years Foundation Stage and their responsibilities to promote the learning and development of all children. The manager supports practitioners' practice through daily contact, regular staff meetings, and an annual performance management cycle which includes observations of teaching practice and appraisals. Practitioners are encouraged to reflect on practice and consider their own training needs. They are also encouraged to consider where they feel they may require extra support to improve and achieve in their own professional development. For example, new members of staff have a six-month plan to complete all core training identified. The manager, with the support of the deputy manager, takes overall responsibility for overseeing the educational programmes, to ensure that they are implemented effectively. She also monitors and evaluates staff observations and assessments. Monthly cohort data is also completed and analysed to identify any gaps in individual children's learning and particular vulnerable groups.

The nursery is led by a dedicated manager and a very stable team of practitioners who are all passionate about their roles. The team are focused on ensuring the setting provides high quality learning experiences for all children. There is a continuous focus on driving improvements forward and this has been supported by links with the early years improvement officer from the local authority. A self-evaluation form which highlights strength and weakness is reviewed regularly by the management team. This then formulates the action plan which the team work towards, on a continuous cycle. Parents' views are also valued and these are sought through the use of verbal feedback and annual questionnaires. Monthly newsletters keeps them fully involved and aware of any changes to the environment or service they receive. Positive relationships have been established with parents and they speak very highly of all practitioners. They describe the manager and practitioners as the strength of the setting, saying they are 'part of my support network' and 'the only people who I trust to keep my child safe'. They also comment on how much they value the regular verbal communications to keep them informed of their children's development and learning. The nursery has also established good links with the local primary school and works closely with external providers to offer, for example, additional support and continuity for the funded two-year-old children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY476515
Local authority	Kirklees
Inspection number	960429
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	67
Name of provider	Ladybirds Nursery (Huddersfield) Limited
Date of previous inspection	not applicable
Telephone number	01484300050

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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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