

# Ladybird NHS Nursery

8-10 Cardigan Avenue, WESTCLIFF-ON-SEA, Essex, SS0 0SF

<b>Inspection date</b>	29/10/2014
Previous inspection date	30/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 and babies make good progress in their learning and development because staff use effective teaching strategies and plan interesting activities that cover each area of learning.
- Children and babies develop strong bonds with their key persons and, as a result, they make secure emotional attachments that promote their well-being.
- Safeguarding procedures are robust and rigorous and promote the safety and welfare of all children who attend.
- Positive and well-established relationships between staff and parents, external agencies and local schools ensures that children's individual needs are fully understood and effectively met.

### It is not yet outstanding because

- Staff do not always maximise the opportunities for gathering information from parents about children's skills and abilities, to promptly assess starting points and inform planning of activities and experiences from the outset.
- Opportunities for children to explore and use technology within everyday play have not been fully embraced.

## **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 the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of staff, and the self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

## **Inspector**

Patricia Champion

## Full report

### Information about the setting

Ladybird NHS Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house adjacent to Southend Hospital, in Westcliff-on-Sea, Essex. The nursery is run and managed by Southend Hospital NHS Trust and mainly serves the children of parents who work in the hospital. It operates from four playrooms and there are enclosed areas available for outdoor play. The nursery employs 22 members of childcare staff. Of these, 20 staff hold appropriate early years qualifications. The manager holds Early Years Professional status and one member of staff has an early years degree. There are two staff with an early years qualification at level 4, 15 staff with a qualification at level 3 and one member of staff with a qualification at level 2. The nursery also employs two housekeepers and two administrators. The nursery opens Monday to Friday, all year round. Sessions are from 6.45am until 6.30pm. Children attend for a variety of sessions. There are currently 87 children roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- increase information gathered from parents about their children's skills and abilities, and use this information to determine sharply focused starting points and enhance planning of activities and experiences from when children first start
- enhance the accessibility of resources to support children's interest in exploring and investigating technology.

## Inspection judgements

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

The manager and staff have a good knowledge of how children develop and learn. An effective blend of adult-led and child-initiated activities are provided each day. The quality of teaching is good because staff place a high emphasis on developing children's communication and language skills. As a result, younger children are very good at communicating their needs and preferences, and engaging with adults and other children. The older children join in many discussions and confidently share their knowledge, ideas and views. Staff model respectful language to enrich children's vocabularies and encourage them to start developing simple sentences. Sign language and visual aids, such as photographs, are also used to provide additional opportunities for children to

communicate. Staff use a wide variety of ways to ignite children's love of stories, books and songs. For example, they enthusiastically explore rhyming words and use props to help children and babies develop their vocabulary and recall words from memory. Staff also provide inviting, cosy areas with cushions and selections of books for children, both inside and outdoors and frequent trips are made to the nearby library.

Staff accurately observe and assess children's learning on a regular basis. The changes made to the assessment process, since the last inspection, are having a very beneficial impact for children. Staff now place a stronger emphasis on linking children's next steps in learning to the planning of activities. Children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported. Staff are vigilant in ensuring the action plans and advice from other professionals are included into children's individual education plans. They regularly assess that progress is secure and any gaps in learning are narrowing. This means that all children are supported well in making good progress in their learning. Staff regularly share information with parents about how their children are progressing, through daily discussion and formal consultations. They also complete termly progress reports, including the progress check for children between the ages of two and three years. Parents are involved in children's ongoing development. They have regular opportunities to contribute to their children's development records and share wow moments from home. At the initial visits, key persons gather information from parents about their children's likes, dislikes and key interests so they can plan activities that children enjoy and are interested in. They also obtain some information about skills and abilities, so that they can start building on what children already know and can do. However, not all the key persons are using this information promptly, to determine sharply focused starting points and plan experiences that promote outstanding progress right from the outset.

Children and babies are effectively developing the skills they need for future learning and in readiness for starting school. They show their fascination with sensory resources as they spend a good amount of time on their chosen play. For example, children experiment, explore and become absorbed with shaving foam, bubbles, shredded paper or tactile fabrics and show great curiosity as they investigate a pumpkin. This demonstrates that children find out about things through practising ideas, perseverance and are not easily distracted. Staff promote children's developing knowledge of letters and sounds, and print in the environmental daily. Many children recognise their own names and those of their friends, when they look for their place cards at mealtimes. They experience many opportunities to develop their mathematical skills. For example, they use multi-coloured pegs and cubes to count and recreate patterns and talk about different shapes as they make their sandwiches at snack time. Children and babies play with good quality resources appropriate to their age and stage of development. However, in some rooms some of these resources are not at children's levels. This restricts children's opportunities to follow up their interests and promote independence, particularly when exploring and learning about technology within their everyday play. In spite of this minor weakness, children gain many skills, abilities and attitudes that enhance their development across the seven areas of learning.

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

Staff work hard to ensure all children feel welcome and settle quickly into the nursery. A well-established key-person system helps children to form secure attachments and promotes their well-being and confidence. Parents and children know their key person and secondary key person well and parents praise the support they receive. Displays of children's work appear in every room. This develops a sense of achievement and encourages children to feel part of and included in the nursery. Children benefit from settling-in visits with their parents, which offer staff opportunities to ask questions about children's individual needs and care routines. As a result, staff are knowledgeable about medical needs and any special dietary requirements are catered for. The nursery has strong systems in place to support children as they move rooms. The key person completes a transition form and has a formal handover to the new key person enabling smooth transfer and continuity of care. To emotionally prepare children when they are starting school, staff take them to events at the local primary school. Staff also invite the school teachers in to the nursery environment, where children feel comfortable and secure. Leavers' reports accurately summarise children's achievements and next steps in learning. Staff share these with parents and new providers. This helps all adults involved in children's learning to provide consistency and support their smooth moves between settings.

Children behave well because they know what staff expect of them, due to consistently and sensitively applied boundaries. Staff promote positive behaviour and they constantly praise and encourage children. As a result, children are learning right from wrong and are developing good relationships with each other, particularly when playing cooperatively together in the role-play areas and taking turns with popular resources. Children also learn about their personal safety and how to manage risk for themselves as they use tools and equipment safely. Regular fire alarm tests and evacuation drills are carried out, so that children confidently learn how to swiftly exit the premises in an emergency. Children also learn about how the emergency services help people in danger, when they go to see the ambulances in the hospital grounds and visit the local fire station.

Children have good opportunities to develop their independence and self-care skills. This is because staff know children well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when using the bathroom. Staff also encourage children to prepare snacks and they help themselves to salad vegetables, fruit, crackers or brown bread. They concentrate as they carefully pour their drinks or spread butter carefully. Children take part in animated discussions at mealtimes, where they learn about making healthy choices and talk about where food comes from. Children also learn about healthy lifestyles as they play outside. The outdoor environments are much improved with exciting resources and activities to entice children to play in the fresh air. For example, rain does not diminish children's enjoyment as they enter the forest school garden. They put on waterproof clothing and boots to experience the sensation of splashing in puddles, digging for mini-beasts and role-playing in the mud kitchen.

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

## provision

Management and staff demonstrate a high level of commitment to promoting children's safety and meeting the requirements of the Early Years Foundation Stage. All the required documentation, policies and procedures are maintained to a high standard. Rigorous recruitment and vetting procedures ensure that adults are suitable to work with children. Furthermore, all staff attend comprehensive induction through both the nursery and the hospital trust. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by all those who work with children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. All staff attend safeguarding and first-aid training, which means they are able to recognise the possible signs of abuse and can deal with minor accidents and injuries. Children are protected by the thorough security procedures. For example, visitors are vigilantly monitored and secure entry systems with cameras in place to prevent unauthorised access to the premises. Risk assessments and daily checks are carried out to ensure the safety of the premises, equipment and activities. The same rigorous checks are undertaken when children are taken off the premises on outings.

The new manager and her staff team are passionate, conscientious practitioners. They have carried out a major review of their practice and as a result, all the actions set at last inspection have been successfully addressed. Arrangements for administering medication are now more robust and the required documentation is meticulously recorded. New staff employed to work in management positions have the necessary skills, qualifications and experience to fulfil the requirements of their roles. Robust supervision identifies and addresses any staff training needs, to support their professional development. The staff embrace opportunities to visit other high-quality nurseries and eagerly attend training courses offered by the local authority. In addition, several staff are working towards higher early years qualifications to improve their knowledge and childcare skills. Accurate self-evaluation, along with parent feedback, helps to identify strengths effectively and prioritise areas for improvement. The manager and staff team regularly meet to evaluate the provision. This means they are all involved and work together to make improvements. New tracking systems have recently been implemented to enable the manager to efficiently monitor the educational programmes. This ensures that individual children, and groups of children, receive learning experiences that meet their developmental needs. All children are well cared for and make good progress in their learning and development. However, there is room to accelerate children's learning even more, by ensuring that key persons always use pertinent information from parents about their children's skills and abilities, right from the start.

Effective partnerships have been established between the staff, parents and carers. Families are always personally greeted at the entrance. There is a wide range of written policies, procedures and consent agreements to maintain consistent shared care. Well-presented noticeboards, newsletters, emails and communication books keep parents updated on events in the nursery and how their children spend their day. Parents become involved in decision making on key matters when they respond to surveys and actively help with fundraising. For example, parents have successfully worked with staff to raise money towards the renovations in the outdoor areas. Parents make very complimentary

comments about the staff team and say they value the way staff help their children settle into the nursery. Very effective partnerships are also forged with key professionals from the local authority, other early years settings or children's centres to support continuity of care and help children to make progress in their overall development. Management are proactive and take a lead role in establishing effective working relationships with local schools to assist smooth transitions when children start full-time education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY279099
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	982049
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Southend Hospital NHS Trust
<b>Date of previous inspection</b>	30/01/2014
<b>Telephone number</b>	01702 385330

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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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