

LaDel's Day Nursery Limited

Ladels Day Nursery, Highbury Avenue, THORNTON HEATH, Surrey, CR7 8BQ

Inspection date

27/11/2014

Previous inspection date

06/04/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy coming to the nursery and friendly staff make them feel welcome.
- Children learn good self-care skills, which makes them feel confident.
- Staff monitor children's progress and plan extra activities for those children who need additional support in their learning.

It is not yet good because

- Staff are not always deployed well to enable them to support children's needs effectively.
- Staff do not base the educational programmes securely on children's interests and learning needs, resulting in children not always engaging well in their learning.
- Staff do not teach children consistently about how to manage their behaviour and to care for their play environment so it is safe at all times.

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 viewed all areas of the nursery both inside and outdoors.
- The inspector spoke with the manager, staff, parents and children during the inspection.
- The inspector viewed a selection of documents including safety checks, policies and procedures, children's assessment records and planning documentation.
- The inspector observed a number of activities both indoors and outdoors.
- The inspector invited the manager to conduct a joint observation.

Inspector

Karen Callaghan

Full report

Information about the setting

LaDel's Day Nursery Limited has been established as a day nursery since 2003 and re-registered as a limited company in 2008. The nursery is privately owned and operates from two single-storey buildings in Thornton Heath, in the London Borough of Croydon. It is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The premises consist of purpose-designed rooms and has a fully enclosed outdoor play area. The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently 67 children, aged from 11 months to four years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of 10 staff work with the children. Eight staff hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff are well deployed in order to support children at all times
- ensure that all activities match the children's level of development and interest to support their learning.

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

- strengthen support for children to enable them to learn how to manage their feelings and to care appropriately for the toys and play environment.

Inspection judgements

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

Staff use observations to gain a sound knowledge of each child's abilities to help them to meet the children's learning needs. The manager has worked with the staff team to improve the systems for assessment and planning. This means that there is now a clear overview of the rate at which children are progressing and any gaps in learning are identified and targeted. Staff support children and close learning gaps through adequate levels of teaching. This results in the children making progress from their starting points for learning, in readiness for school. However, staff do not always plan the educational programmes to fully meet children's differing needs and stages of development. Children aged from two to four years are often organised together, which means that activities are

not adapted for their particular needs. For example, younger children are expected to sit and listen to older, more-able children spelling out their names. Consequently, some children lose interest during activities and their behaviour deteriorates.

Parents inform staff about their child's achievements, needs and routines before they start the nursery, which makes a secure base to build on and continue the learning journey. Staff identify appropriate next steps for each child's learning and endeavour to share these with parents. There are appropriate arrangements to complete the required progress checks for two-year-old children and parents are able to add their comments to their child's learning journals. Babies are well cared for in their unit and they enjoy suitable activities to enable them to explore and investigate. They have a range of multisensory toys and form close bonds with staff who sing and play with them.

Children, on the whole, enjoy the freedom they receive to make choices about their play. This helps them to develop independence in their learning, a skill which prepares them for their later move to school. Children are able to play outside most days where there are some learning opportunities, including the use of a small climbing frame and riding on bikes and trikes. As a result, children's coordination is developing well and they are learning to understand their own physical capabilities. Most children speak confidently as they play and staff generally support their language well. For instance, the children enjoyed using magnifying lenses during the inspection as they found worms to count. The staff used some questions such as 'how many worms can you see? Let's count them' to challenge children's thinking and learning. Staff use children's interest in the outside area to extend their understanding of the natural world. For example, in the summer they grow plants, which they tend and eventually pick and eat during snack time.

Staff promote children's creative development through role-play activities such as a vet's surgery and a supermarket. They offer children encouragement but do not provide excessive direction. This means that children have freedom to explore their own ideas. Although children generally enjoy their time at the nursery and can occupy themselves, some of the activities are not particularly stimulating. Staff miss opportunities to extend learning by asking challenging questions. Appropriate arrangements exist to support children with special educational needs and/or disabilities. The manager is aware of a range of professionals and agencies locally that are available to offer support to individual children where necessary to meet their specific needs.

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

Key-person arrangements within the nursery are generally effective. Each child has a key person who takes the lead in helping them to settle. They also liaise with the child's parents, monitor their progress and set their future learning goals. Babies have their own unit within the nursery and this caters well for their needs with good levels of staff who make the children feel safe and secure.

Behaviour is not always good because staff do not supervise children closely, and sometimes do not give appropriate learning tasks. Staff offer appropriate praise and

encouragement when children display good behaviour although they do not fully support children to learn to manage their own behaviour. At times during the inspection, children did not take care of their personal belongings, such as their coats and shoes, discarding them on the floor after removing them. This created a trip hazard and meant that children were not learning how to look after things and keep themselves safe.

There are appropriate arrangements to promote children's health. Children enjoy meals prepared by the cook on site, to meet their dietary needs. The cook has attended food hygiene training and her nursery kitchen is registered appropriately with the local environmental health department to provide meals for children. Children display many appropriate social skills at meal times, such as spontaneously thanking staff and the cook for their lunch.

Children have the chance to learn independence skills by helping themselves to vegetables and water. Staff teach children to wash their hands before eating and help them to develop independence in their toileting. They also ensure that tables are thoroughly clean before children sit down to eat. Children play with a wide range of resources, the majority of which are available for them to reach independently. However, staff do not always take time to encourage children to take care of them so they learn to care for their environment. There is appropriate space for children to rest or sleep to support their health and well-being.

The nursery implements adequate arrangements to prepare children for their move to school. Staff work with parents to ensure that children feel ready, for example by talking positively about school life. Staff prepare transfer records for children's new teachers to share information about children's development.

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

Staff have a suitable knowledge of the child protection procedures to follow if they have concerns about a child in their care. They know what action to take to protect children. The nursery has a secure entry system with closed-circuit television to check all visitors and staff and ensure they sign in. Risk assessments are in place for all areas of the premises and a useful daily checklist is completed to help staff to minimise hazards. However, some aspects of daily routines do not promote children's safety well. For instance when lots of children of all ages go outside together, they leave their shoes scattered around which leads to a trip hazard. In addition, staff are not always deployed appropriately to closely supervise children, which leads to some children's unwanted behaviour at times. Appropriate safeguarding procedures, including recruitment processes, are in place. All staff have current Disclosure and Barring Service checks in place to make sure they are suitable to work with children.

The manager monitors staff and supports their professional development through regular one-to-one supervision meetings as well as a more formal appraisal system. The manager understands her responsibility to promote children's learning and development. For

instance, she is currently working to improve the provision for supporting children's language skills through the use of a professional training pack. The manager works alongside the staff to plan educational programmes that cover the areas of the learning and development adequately. Children's progress is monitored appropriately through observations, and a tracking system shows where gaps in learning occur to help staff to support individual children.

Self-evaluation takes into account the views of staff and children, and the manager collects the views of parents by use of a questionnaire. Therefore parents take an active role by contributing their ideas for improvements. Children benefit from observing the friendly exchanges between their parents and the staff. Parents spoken to during the inspection are very happy with the service they receive. They consider the staff to be very supportive and feel that their children are progressing well.

Certificates and other relevant information; for example about the curriculum, are displayed for parents to see. Parents are encouraged to come into the nursery and talk to children about their own cultures and help with making things, such as costumes for plays. There are good links with local schools and appropriate arrangements in place to share information with them. This helps children to make a smooth move into school.

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	EY384154
Local authority	Croydon
Inspection number	829879
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	46
Name of provider	LaDel's Day Nursery Limited
Date of previous inspection	06/04/2009
Telephone number	02087644343

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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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