

# Ladybirds

Methley Primary School, Savile Road, Methley, LEEDS, West Yorkshire, LS26 9HS

## Inspection date

25/11/2014

Previous inspection date

27/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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's learning at school is complemented very well in the club because staff provide a range of activities that are linked to children's interests. Staff promote an enthusiasm for learning by actively involving children in making choices in their learning and the planning of activities. Consequently, children are happy and motivated learners.
- Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to children. As a result, children's behaviour is very good as they understand the boundaries and expectations within the club.
- Staff have established good relationships with parents and with the primary school, which ensures children's individual needs are met. This successfully promotes children's emotional well-being.
- Leadership and management is good. The staff team work effectively together to ensure that effective action is taken with regards to the safety of the premises, and all staff have a good understanding of safeguarding procedures. As a result, children are safe in the club's care.

### It is not yet outstanding because

- Staff do not always help children learn about the benefits of healthy eating, specifically during snack and mealtimes.
- Occasionally, staff do not maximise opportunities to fully promote children's already good understanding of numbers and counting during activities.

## **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 had a tour of the club and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed children at play in the indoor and outdoor areas.
- The inspector looked at a sample of children's records, the planning documentation and risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

## **Inspector**

Amanda Forrest

## Full report

### Information about the setting

Ladybirds was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by Ladybirds Day Nursery Limited and is run from Methley Primary School. The out of school club currently opens five days a week, from 7.30am to 9am and from 3.15pm to 5.45pm term time, and from 8am to 6pm throughout the school holidays. Children attend for a variety of sessions. Children are cared for in one main hall, with access to an additional room if required, and have access to an enclosed outdoor play area. There are 109 children on roll, six of whom are in the early years age range. The out of school club employs nine members of childcare staff. Of these, seven staff members hold appropriate early years or playwork qualifications at level 3 to 5.

### What the setting needs to do to improve further

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

- make the most of routine activities, such as snack and mealtimes, to help children learn about the benefits of healthy eating
- encourage children to further develop their already good mathematical skills, for example, by encouraging children to count, estimate and use mathematical terms during everyday routines and activities.

## Inspection judgements

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

The quality of teaching is good as staff follow and extend children's individual interests and needs, which supports their future learning. Staff effectively promote children's development as they have a secure knowledge and understanding of how children learn through play. They provide children with a good variety of interesting and challenging activities across all seven areas of learning. As a result, children make good progress from their starting points. This is because they are actively engaged and motivated. For example, children show high levels of concentration and perseverance as they take part in number games, puzzles and small-world play, where they work alongside their friends to solve problems and complete tasks. However, occasionally staff miss opportunities to focus more precisely on number recognition, counting and simple calculations. As a result, children's already good mathematical development is not optimised. Staff complete observations and assessments on children, who recognise their achievements, identify their next steps in learning and track their progress. Parents are kept well informed about their children's learning and development as staff provide verbal feedback on a daily basis. Staff have established strong partnerships with the primary school where the club is

located. They share relevant information with teachers to ensure children's individual needs are met. Therefore, children are provided with a consistent and complementary approach.

The club has a good range of accessible resources, which enables children to make independent choices and take part in purposeful play. Staff encourage children to recognise and manage their own personal needs by providing times to be restful and active. Children are extremely confident and familiar with the daily routine as they take part in registration time at the start of the session. Staff effectively support children's communication and language development as they interact well with them as they play, engage in constant discussion and ask relevant questions. This ensures children are becoming confident communicators with staff and their peers. Children thoroughly enjoy being imaginative and artistic as staff provide good opportunities for them to express their own ideas. For example, children develop their imagination as they play in a hospital area, writing prescriptions and bandaging their friends. This is further extended as children take part in creative activities, where they make different patterns, colour pictures and create calendars. This successfully promotes children's development in expressive arts and design.

Staff support children to develop their physical skills as they play group games, such as football, rugby and skipping, in the outdoor area. This enables them to be energetic and take appropriate risks. Children's social skills are also effectively promoted as younger children and older children play well alongside each other. Consequently, children are supported to acquire the skills needed for the next stage in their learning.

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

Children are clearly happy, settled and content in their surroundings. They form secure attachments and develop positive relationships with each other and staff. This effectively promotes their emotional well-being. Staff provide children with a warm, friendly and welcoming environment, which creates a homely atmosphere to support their all round development. Staff are caring and sensitive to the individual care needs of children as they offer support and reassurance when required. Good settling-in procedures ensure staff work closely with parents and teachers within the primary school, to share relevant information about the children and support their move between settings.

Staff encourage children to be independent and manage their own personal needs. They comfortably access their own resources, initiate their own play and wash their own hands. This promotes their self-confidence and helps them to develop their self-care skills. There are good hygiene practices in place, which supports children's understanding of their own health and well-being. Snack and mealtimes are a social occasion when children sit together, which promotes their social skills through conversation. Children talk about their favourite foods, as they make sandwiches and they discuss the benefit of drinking water. However, staff do not always focus more precisely on the benefits of eating the healthy foods, which are served daily to extend their knowledge of healthy lifestyles. Staff provide daily opportunities for children to be active and access fresh air, which supports their

physical development.

Children's behaviour is very good as they show interest throughout their activities and are eager to learn. They clearly understand the boundaries and expectations within the club. Staff act as positive role models as they effectively manage children's behaviour by reinforcing appropriate behaviour and providing clear guidance. Staff use a calm and consistent approach to ensure children understand their actions have consequences. Children receive constant praise and encouragement from staff, which develops their self-esteem and confidence. As a result, children are well mannered, share and take turns with each other. Staff talk to the children about the importance of safety as they remind them of the rules and encourage them to negotiate space during their play. This ensures children develop their own understanding of risk as they learn how to keep themselves and others safe.

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

The manager and staff demonstrate a good understanding of how to effectively safeguard children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and know the procedures to follow if they have any safeguarding concerns. This is further supported by a good range of written policies and procedures, which are implemented successfully to protect children's welfare. Staff complete daily safety checks to ensure the indoor and outdoor environments are free from hazards and risks are minimised. Therefore, children are provided with a safe and secure environment. Good recruitment, induction and vetting procedures are in place, which ensures staff are suitable and appropriate for their role. This effectively maintains the safety and well-being of children.

Children progress well, as staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are covered. Performance management systems are in place and staff are encouraged to further their professional development through regular appraisals, meetings and training opportunities. Self-evaluation is effective and the manager can clearly identify the strengths and areas for future development. Every week staff sit with children and gather their views on different topics and ideas to improve the provision. Staff then use this to inform the structure of the sessions and what children learn about. Recent discussions have been around resources children would like, such as, more skipping ropes, craft resources and even a rollercoaster. The staff listen to and value these ideas, and discuss with the children why some items may be too extravagant, such as the rollercoaster. This system values children's views and enables the manager to make continual improvements. The recommendations following the last inspection have been successfully addressed, which shows a good capacity to improve.

Staff have established good relationships with parents to further support children in their learning and development. Parents are involved within the club as they receive daily communication and share regular newsletters, which provides them with relevant

information. Parents are very complimentary and make comments, such as, 'staff are approachable and friendly' and 'the club has a family atmosphere'. Staff work closely with the local authority and other professionals, which makes a strong contribution to meeting the individual needs of children. Staff speak daily to the teachers of the school to find out how children have been and what they can do at the club to support children. This provides them with good continuity of care.

### **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>	EY318632
<b>Local authority</b>	Leeds
<b>Inspection number</b>	856876
<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>	48
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Ladybirds Private Day Nursery Limited
<b>Date of previous inspection</b>	27/01/2009
<b>Telephone number</b>	0113 3862540

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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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Piccadilly Gate  
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