

Ladybird Children's Nursery

Sanderson Street, Newcastle Upon Tyne, NE4 7NQ



Inspection date

Previous inspection date

1 April 2015

2 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Good opportunities are provided for parents to share in their children's learning. They enjoy carrying out activities at home, looking at children's learning journal files and attending parent evenings. This supports children's learning both at home and in the nursery.
- Children who speak English as an additional language are supported well to make good progress in their learning. Effective steps are taken to provide opportunities for children to develop and use their home language in play and learning. Staff also support parents in continuing children's language development at home.
- Partnership with local schools and external agencies, when appropriate, are well-established. Information sharing with school teachers and other professionals ensures activities and experiences provided meet children's individual needs.
- High priority is placed on keeping children safe. All staff attend regular safeguarding training. They demonstrate good knowledge about procedures to follow and who to contact, should they have a concern about a child's welfare.
- Children are supported well to develop their independence skills further. Younger children enjoy the challenge of putting on their own painting aprons. Older children serve their own food at meal times.

It is not yet outstanding because:

- Some activities to help younger children learn about number and counting, exceed their experiences and level of understanding.
- Children in the Bumblebee room are not always able to choose from an extended range of toys and resources indoors, in order to initiate and direct their own play.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching younger children about number and counting, by ensuring that activities take account of the children's prior learning experiences and level of understanding
- enable children in the Bumblebee room to choose from a wider range of resources indoors, in order to enrich their ability to direct their own play.

Inspection activities

- The inspector viewed all parts of the nursery accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in all nursery rooms and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a meeting with the manager of the nursery and discussed a range of policies and procedures.

Inspector

Nicola Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are well-qualified and support children's learning effectively. Effective planning and assessment arrangements are in place. This ensures children's next steps in learning are acted upon and their individual needs are met. The quality of teaching is consistently good. Staff make good use of spontaneous learning opportunities. They help older children to explore footprints when sand falls on the ground outdoors. Staff make effective use of training to improve their good practice even further. For example, they use signing to support very young children's communication skills during routines, such as snacktime. As a result, children make good progress in this area of learning. They are well prepared with the skills they need in readiness for school. Staff make generally good use of everyday activities to develop children's understanding of mathematics. For example, they encourage children to count the number of objects they are using to decorate their picture. However, occasionally, some younger children are introduced to this activity before they are ready, which detracts from the purposefulness of it.

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

An effective key-person system is in place. This enables children to form good relationships with staff and other children. Staff are close by and supervise children well. This makes children feel safe and they are motivated and show confidence in exploring their environment. Staff provide a range of resources to promote children's learning throughout the nursery. However, there are fewer resources available in the Bumblebee room. This means that some younger children are not always able to make independent choices and initiate their own play. Children behave well in the nursery. Staff manage minor incidents well. They talk to children in a gentle, sensitive way to reinforce behavioural expectations. Children are supported well emotionally and physically when they begin attending the nursery. Good quality information is gathered from parents using All about me documentation. This ensures children's individual needs, such as allergies, are addressed appropriately.

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

The manager understands her responsibility in meeting the requirements of the Early Years Foundation Stage. She maintains a good overview of the educational programmes provided. She reviews observation and planning systems to ensure all areas of learning are covered. Staff are supported well to improve the quality of their teaching through regular observations by the manager. Effective supervision arrangements provide ongoing monitoring and identify areas where further staff training may be required. Children's assessments are monitored well. This ensures they receive the correct intervention to meet their individual needs. The manager demonstrates a strong drive to improve the nursery. Well documented plans are in place, taking account of the views of parents, staff and children. Current areas for improvement include the development of an additional area for outdoor play. This aims to support children's achievements even further.

Setting details

Unique reference number	EY290526
Local authority	Newcastle
Inspection number	856352
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	63
Number of children on roll	71
Name of provider	Ladybird's Childrens Nursery Limited
Date of previous inspection	2 June 2010
Telephone number	0191 226 0999

Ladybird Children's Nursery was registered in 2004. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including the manager who holds a relevant qualification at level 7. The nursery opens from Monday to Friday for 51 weeks of the year, excluding bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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