

# Ladyewell Nursery

Fernyhalgh Lane, Fulwood, Preston, Lancashire, PR2 5ST



## Inspection date

Previous inspection date

8 April 2015

26 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The highly qualified leadership and management team have an excellent knowledge of the requirements of the Early Years Foundation Stage. They are totally committed to the continuous development of the nursery and excellent achievements of the children.
- The professional development of staff is given a very high priority. The management team are skilled trainers, who specifically devise and deliver training to meet the needs of the nursery, the staff team and individual staff members.
- Staff establish a detailed knowledge of each child's needs through an excellent working relationship with parents and continual observation and assessment. As a result, children are exceptionally well supported in their learning journey.
- A strong focus on safeguarding and regularly renewing child protection training ensures all staff are completely aware of safe working practices and procedures.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice in the Early Years Foundation Stage.
- The headteacher shares outstanding practice with a range of other professionals and staff of other settings.
- Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress.
- Staff engage in playful interaction with babies who respond with smiles and eye contact making attempts to communicate.

## What the setting needs to do to improve further

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

- enhance the existing support when children move from independent play to whole-group activities to increase the speed in which children are ready to engage, in order to retain positive, high-quality learning.

### Inspection activities

- The inspector observed activities in the three play areas inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the headteacher, the operational manager and the nursery manager.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.

### Inspector

Lynne Naylor

## Inspection findings

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

Planning is exceptionally well understood by all staff. Staff actively focus their teaching on a particular area, for example, engaging all children in various physical experiences. In addition, they know each child's personal next steps for development. As a result, all staff are highly effective in challenging each child to make a high level of progress. Children are actively involved in learning through rich experiences. Children pick daffodils from the garden, which they count and compare in size and length. They enjoy the sensory experience of holding and smelling the flowers before painting pictures of them. They develop excellent language and literacy skills. For example, they learn new words, such as stem and refer to text books to learn about growth. They learn about nature as they talk knowledgeably about the sun and rain helping the daffodils to grow.

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

Relationships with parents are exemplary and highly contribute to meeting all children's health and physical needs. Babies happily investigate toys with staff and confidently explore on their own. This demonstrates that they feel safe and emotionally very secure at nursery. Children develop self-help skills and independence in a highly inspiring environment. They learn to use equipment safely and manage risks. Sometimes they share outdoor activities or stimulating story times with a different age group. This skilfully prepares them for future moves to different rooms when they get older, as they learn to be considerate to others. Children behave well and regularly recap their golden rules for safety and kind behaviour. Staff share progress reports and any individual information needed to help children to settle when they move up to the next room or on to school. There is scope to provide even more effective support as children move from independent play to whole-group activities, such as story or lunch times. This is in order to increase the speed that children settle to sustain positive learning.

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

The leadership and management team have a wealth of qualifications and skills. They use their first-rate knowledge to successfully recruit and vet skilled staff. Highly effective performance management arrangements include staff actively evaluating each other's teaching skills. Rigorous targets are set for staff to continually help them build on their very good performance. Staff keenly put into practice ideas gained from research and training to deliver high-quality teaching and learning for children of all ages. Staff monitor the progress children are making and managers analyse the information to identify and address any possible gaps in each child's learning. Children's care and learning is further enhanced by exceptional organisation and planning for continuous improvement. The views of children, parents and staff contribute to the drive for improvement. Parents particularly praise the calm, caring atmosphere.

## Setting details

<b>Unique reference number</b>	EY300756
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	848877
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Coach House (Blackburn) Ltd
<b>Date of previous inspection</b>	26 October 2010
<b>Telephone number</b>	01772 862462

Ladyewell Nursery was registered in 2005. It is one of two nurseries owned and managed by Coach House (Blackburn) Ltd. The headteacher holds an appropriate qualification at level 8. She has Qualified Teacher Status, National Professional Qualification for Headship and Early Years Professional Status. She leads nine members of childcare staff. Of these, four hold an appropriate early years qualification at level 6, one at level 4, three at level 3 and one at level 2. The nursery opens from Monday to Friday, 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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