

# Ladybird Childrens Nursery

4-6 Harley Terrace, Newcastle Upon Tyne, NE3 1UL



<b>Inspection date</b>	4 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has a clear vision for the setting. She has good systems for evaluating the nursery and is aware of the strengths and areas for improvement. Clear plans have been put in place highlighting areas for future development.
- Children are very happy, confident and settled in a stimulating and welcoming environment. Staff provide guidance for children about what is acceptable behaviour. Children are aware of the expectations of the nursery and respond positively by behaving very well.
- Staff provide children with good opportunities to develop their physical skills, both indoors and outdoors.
- Partnerships with parents are good. Parents speak highly of the nursery and are kept well informed of all relevant information concerning their child's welfare and learning needs.
- The quality of teaching is good. Staff successfully follow children's interests as they happen. This helps children to progress well in their learning and development.

### It is not yet outstanding because:

- The management team has not yet fully implemented a carefully targeted programme for professional development of all staff, in order to raise the quality of teaching to an even higher level.
- Staff do not yet seek enough detailed information from parents regarding children's starting points.

## What the setting needs to do to improve further

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

- extend the programme for professional development of staff, in order to increase their skills and strengthen the quality of teaching to an even higher level
- seek more-detailed information from parents about children's achievements, when they start at the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

The manager regularly monitors the activities and experiences that are offered to children, to ensure that they reflect their interests and stage of development. The arrangements for safeguarding are effective. Staff show a good understanding of how to keep children safe. They can recognise the signs and symptoms of possible abuse and neglect, and know what to do if they have concerns regarding a child's welfare. The management team and staff are well qualified. They attend mandatory training, such as safeguarding and paediatric first aid. Management and staff have a good understanding of the legal requirements. Comprehensive policies, procedures and risk assessments are in place and implemented efficiently by the staff. Recruitment and vetting procedures are robust and new staff complete a thorough induction process to help ensure that they are suitable to work with children.

### Quality of teaching, learning and assessment is good

Staff use their good understanding of the needs and interests of individual children, to provide a broad range of learning opportunities, which both engage and challenge all children. Staff monitor children's development and can quickly identify any gaps in their learning. Individual learning plans are regularly reviewed and shared with parents to ensure that children continue to make good progress. Parents receive information regarding the activities their children have enjoyed in the nursery. Staff sensitively tune into babies' vocalisations. They nurture babies' early attempts at communication by copying the sounds they make. Staff constantly talk to children, commenting on what they are doing and asking questions to encourage their thinking. The key-person system works effectively. Disabled children and those with special educational needs are supported particularly well by their key person. Children's literacy development is well supported. They enjoy listening to stories and making marks with paints and pens.

### Personal development, behaviour and welfare are good

Children show high levels of self-control and confidence during activities and understand that certain rules are in place for their safety. Staff are good role models. They are polite and respectful in their interactions. They encourage children to play harmoniously and be kind and helpful. Children are encouraged to do things for themselves and enjoy helping with tasks at snack and lunch time. They are provided with healthy meals and discuss the benefits of healthy eating. Children observe positive images of diversity around the nursery, helping them to learn to value and appreciate difference. Children have good hygiene routines. Staff offer gentle reminders to them to wash their hands. Staff take time to settle children in gradually. This includes spending time with children and their families before they start and gathering information about children's care needs. This helps children feel emotionally secure.

### Outcomes for children are good

Children of all ages and abilities are motivated to learn. They make good progress from their starting points and are keen to engage in a range of activities. This helps children to develop the skills needed for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	EY475759
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	976771
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Ladybird's Childrens Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01912260999

Ladybird Childrens Nursery was registered in 2014. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one at level 6. The nursery opens Monday to Friday, all year round, except for the period in between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children, those who have special educational needs and those who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

