

# Ladybird Nursery

Fern Road, Farncombe, Godalming, Surrey, GU7 3ER



## Inspection date

7 April 2016

Previous inspection date

19 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The management team fail to consistently carry out appropriate vetting procedures to ensure that staff are suitable.
- A lack of self-evaluation impacts on the overall quality of the provision. The management team do not effectively monitor the provision, resulting in breaches of legal requirements.
- Staff are poorly deployed throughout the setting. Consequently, staff working with the youngest children do not hold the required qualifications.
- Staff do not tailor activities and experiences to meet younger children's needs, in particular for those children who are in need of additional support.
- Staff do not make best use of the outdoor environment to promote children's learning and wellbeing.

### It has the following strengths

- Staff work closely with parents, sharing information in a variety of ways. Parents say they welcome the opportunity to look at their children's learning journals, which they take home regularly.
- Older children are confident communicators and active learners, which helps to prepare them for the next stage in their learning.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ implement the recruitment and vetting procedures effectively to ensure that all staff employed on the premises are suitable, including obtaining a Disclosure and Barring check (DBS) check and make documents relating to staff suitability available for inspection</li> </ul>	29/04/2016
<ul style="list-style-type: none"> <li>■ ensure there is at least one member of staff working with the babies who holds a full and relevant level three qualification, and is suitably experienced working with children under two years</li> </ul>	29/04/2016
<ul style="list-style-type: none"> <li>■ consistently monitor the educational programme particularly through staff changes to improve the overall quality of the provision</li> </ul>	13/05/2016
<ul style="list-style-type: none"> <li>■ improve the quality of teaching so that it is consistently good across the setting, ensuring that staff plan to support young children's language and communication needs so they make good or better progress in their learning</li> </ul>	13/05/2016
<ul style="list-style-type: none"> <li>■ provide regular opportunities for children to experience outdoor play to promote their good health and awareness of the environment.</li> </ul>	29/04/2016

### Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector spoke to a small selection of parents and took account of their views.
- The inspector sampled a range of documents including records of children's progress, staff training and staff suitability.
- The inspector held discussions with the manager about the quality of teaching, staff deployment and staff suitability.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.

### Inspector

Elizabeth Mackey

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The management team fail to effectively monitor the quality of the provision and have breached legal requirements. Vetting procedures are inconsistent. Managers are unable to demonstrate how they ensure adults working on the premises are suitable. They are unable to provide confirmation of Disclosure and Barring Service (DBS) checks for all staff and systems for monitoring disqualification requirements are weak. A recent change in staffing has been unsettling for the nursery. The management team have failed to recognise the impact of this on the quality of the provision. For example, staff without required qualifications are deployed to work with the youngest children, while staff who work with the pre-school children are qualified and experienced. This inconsistency is reflected in the quality of children's experiences. The designated person for safeguarding has attended relevant training and there are suitable partnerships in place with other agencies and local schools.

### **Quality of teaching, learning and assessment is inadequate**

The quality of teaching is too variable. Staff working with the younger children do not make the most of the time available to talk with the children to promote their language skills. They do not plan well enough to develop children's communication, particularly those in need of additional support, or who are learning to speak English as an additional language. Staff fail to monitor the progress children are making effectively and they do not identify which children may be falling behind in their learning. As a result, there is insufficient focus on helping children to catch up. Staff interact positively with the children and adapt activities so that the babies are included. They support pre-school children well in their learning and provide ample opportunities for children to develop their own ideas and gain independence. Staff closely track older children's progress and use this to plan activities to encourage their interest. For example, a planned activity about money encourages children to recall their own experiences and they excitedly talk about items they would like to buy. Staff enhance the activity by skilful use of questioning and by using real money for the children to touch.

### **Personal development, behaviour and welfare require improvement**

Children settle quickly on arrival and they behave well. They develop good relationships with staff and their peers. Children who are unwell or upset are comforted and receive reassurance from staff. Children enjoy healthy meals and snacks and their individual dietary needs are catered for. The outdoor area provides a suitable space for children to develop their physical skills. However, staff do not effectively plan how to make the most of the outdoor space. The routine is poorly organised to ensure the younger children have daily opportunities to experience fresh air and physical activity.

### **Outcomes for children are inadequate**

Staff miss opportunities to promote younger children's learning and this has an adverse impact on their development, particularly their communication and language skills. Pre-school children are making steady progress in their learning and are encouraged to be independent and learn how to take care of themselves.

## Setting details

<b>Unique reference number</b>	120088
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1041975
<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 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Gary Twocock and Pamela Twocock Partnership
<b>Date of previous inspection</b>	19 March 2013
<b>Telephone number</b>	01483 426717

Ladybird Nursery opened originally in 1996 as a term time pre-school in Farncombe. It moved to its current premises in 1999 as a full day care nursery. It operates from a purpose built building in the village of Farncombe, in Surrey. The nursery is open five days a week from 8.00am to 6.00pm, 51 weeks of the year. The nursery also offers after school care. The setting receives funding to provide free early education for children aged two, three and four years of age. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 10 staff members who work with the children. Of these four hold appropriate early years qualifications at level 3

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