

# Ladybirds Day Nursery

98 Elm Road, Wisbeck, Cambridgeshire, PE13 2TB



## Inspection date

13 December 2016

Previous inspection date

22 November 2013

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders are not checking the quality of teaching or the progress that children make closely enough. As a result, they do not have an accurate picture of how well different groups of children are being helped to learn and develop.
- Leaders do not have a clear picture of the strengths and weakness of the setting. This hinders their ability to make improvements.
- Staff do not have a clear understanding of how best to support children to make good progress in their learning and development, when their home language is not English.
- Induction procedures for apprentices are not good enough to ensure that they are fully aware of their roles and responsibilities with regard to safeguarding children.

### It has the following strengths

- Parents say their children settle into the nursery well and that the staff are caring and supportive.
- Staff are interested in what children are doing and regularly praise children for their achievements. As a result, children behave well.
- The nursery premises provide a pleasant environment for children to play indoors and outdoors.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop the monitoring of the quality of teaching and the progress of children so that leaders have a clear picture of how well groups of children are doing</li> </ul>	27/01/2017
<ul style="list-style-type: none"> <li>■ develop the induction procedure so that it includes regular monitoring to ensure that apprentices fully understand their roles and responsibilities in safeguarding children</li> </ul>	27/01/2017
<ul style="list-style-type: none"> <li>■ develop staff understanding and implement effective practice with regard to providing the best possible support for children who have English as an additional language, so they make good progress in their learning and development.</li> </ul>	27/01/2017

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

- implement a reflective self-evaluation process that identifies what needs to be improved at the nursery, to achieve a good level of provision. Make sure that all staff and parents are fully involved in this process.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector sampled a range of documentation, including evidence of staff and committee suitability checks, supervision and observation of teaching records and records of progress that children have made.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents and other professionals.

### Inspector

Susan Brockhouse Her Majesty's Inspector

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Systems for evaluating the quality of the provision are not rigorous enough. Although leaders have begun to check the quality of teaching, they do not do this regularly enough. As a result, they do not have a full picture of how well all staff support children to learn. Staff are recording the observations they make of children's achievements and they use this information to plan activities, such as small group work to promote children's language development. However, monitoring the progress of different groups of children is not sufficient to show whether they are making progress. Although induction procedures are in place, they are not implemented well enough to ensure that new staff fully understand the setting's safeguarding policy. This does not necessarily put children at risk because they would seek the support of other more knowledgeable members of staff. Safeguarding is effective. There are appropriate procedures in place to ensure staff are suitable to work with children.

### **Quality of teaching, learning and assessment requires improvement**

Children experience a mixture of good and weak teaching. When staff are working with an individual or a few children, regardless of the age of the child, overall teaching is good. Staff follow children's interests, for example they look through a photo album together and use questions well to prompt the children to recall and describe past events. These activities promote the children's language development. However, quieter and less confident children do not always receive the additional support and encouragement that they need, so do not make consistently good progress. Children also experience a range of physical activities. Older children enjoy the opportunity to practise their physical skills outside and younger children are encouraged to explore their environment hiding away with staff and playing with the pretend 'snow'.

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

Some information is collected from parents about what children know and can do already when they first start at the nursery. Staff organise the environment and resources so that children are provided with an appropriate range of experiences in a safe environment. However, resources to support children who speak English as an additional language are limited so they do not fully participate in the activities. Children develop their independence through taking part in the nursery routines. Older children put their own coats on before going outside and they independently choose which activities to engage with. Staff encourage parents to provide their children with a healthy packed lunch. They encourage children to eat their savoury food before having their desserts.

### **Outcomes for children require improvement**

Overall children make steady progress. However, systems to monitor how well additional funding supports individual children's progress are not effective in demonstrating whether its use enables disadvantaged children to make as much progress as their peers. Children gain some of the skills that help prepare them to be ready for school. They use their language skills and listen well as they engage in activities. Children show confidence when choosing resources and deciding where they want to play.

## Setting details

<b>Unique reference number</b>	EY430388
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1018328
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Elm Road Day Nursery
<b>Date of previous inspection</b>	22 November 2013
<b>Telephone number</b>	01945 466667

Ladybirds Day Nursery was registered in 1995 and was taken over by the current owner in 2011. The nursery is open five days a week, from 7.45am to 6pm, all year round, except bank holidays and the period between Christmas and New Year. The nursery is in receipt of free early years funding for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who have speak English as an additional language. The nursery employs 11 staff; all of whom hold appropriate early years qualifications.

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