

# Emma Kerfoot's Ladybirds

Unit 8 & 9, Omega Business Village, Northallerton, DL6 2NJ



## Inspection date

14 December 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- All children, including those who have special educational needs and those in receipt of funding, make good progress. They are motivated and keen learners who enjoy their time at nursery.
- Staff interact with children with warmth, enthusiasm and care. They place great importance on developing children's confidence and self-esteem. All children demonstrate that they feel emotionally secure and arrive happy and eager to play.
- The manager monitors regularly the activities and experiences that are offered to children. This helps to ensure that they reflect children's interests and stage of development.
- Staff have formed effective relationships with other settings and local primary schools. They share information about children's progress and achievements. This helps to provide a consistent approach to children's learning and development.
- Staff are good role models of acceptable behaviour and provide clear and consistent explanations of expectations. Children learn to share, take turns and respect each other's feelings. They play cooperatively together and behave well.

### It is not yet outstanding because:

- Staff do not always gather enough information from parents about what children already know and can do when they first begin to attend.
- The programme of professional development is not highly focused to target the development of staff in order to raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- gather more-detailed information from parents about their children's learning and development when they first start at the setting
- target continuous professional development opportunities more precisely so that teaching skills are improved to an outstanding level.

### 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 held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Karen Tervit

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff know the possible signs of abuse and when and where to refer any concerns they may have about a child's welfare. Robust recruitment and induction procedures help to ensure the suitability of all adults working within the nursery. Overall, the manager supports staff effectively. For example, she observes staff's practice regularly and gives targeted feedback. Staff attend some training in order to help improve their knowledge and skills. Staff provide very good support for parents to continue children's learning at home. Parents are made aware of children's achievements on a daily basis and receive regular written summary reports. These include details of what children need to learn next. The manager has a clear vision for the nursery. She promotes reflective practice and has good systems in place to help shape future improvements.

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

The well-qualified staff use a range of effective strategies to promote children's communication and language skills. They model language well and copy and repeat the words and phrases of younger children. Staff ask older children questions and engage them in meaningful conversations. Children's exploration and investigation skills are supported well. For example, babies enjoy the sensation of touching shiny and crinkly paper and materials. Staff carefully model counting and introduce questions about number, size and shape throughout activities to help extend children's learning. They play alongside children and encourage them to use their imaginative skills. For example, children act out different roles as they look after their dolls and pretend to cook their dough.

### Personal development, behaviour and welfare are good

Children settle well and build positive, affectionate relationships with staff who care for them. Staff teach children about the importance of keeping healthy. Meals and snacks provided for children are nutritious. Older children know why they wash their hands. Staff foster children's independence and ability to take care of their own needs according to their age and stage of development. Children learn about keeping themselves safe. Staff discuss the use of equipment with children and remind them of this during activities. For example, children use scissors safely and understand how to hold them to avoid injury. Older children learn to negotiate the stairs to their playroom safely and know to hold on to the bannister. Children are active outdoors each day. They have opportunities to develop their physical skills as they learn to climb, balance and negotiate space.

### Outcomes for children are good

All children are gaining the key skills they need to be ready for the next stage of their learning, including school. They build good relationships with their peers and play cooperatively. Children develop good independence skills. For example, they pour their own drinks and help tidy away toys at appropriate times. Older children, in particular develop persistence and keep on trying. For example, they experiment with different ways to get their cars to go down the ramp and stay on the road they have made.

## Setting details

<b>Unique reference number</b>	EY479033
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	990082
<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 - 9
<b>Total number of places</b>	33
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Emma Louise Kerfoot
<b>Registered person unique reference number</b>	RP906380
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01609773333

Emma Kerfoot's Ladybirds has been registered since 2014. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status and one who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs.

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