

Ladybird Day Nursery

The Lindens, 24 High Street, Fenstanton, Huntingdon, Cambridgeshire, PE28 9JZ



Inspection date

5 January 2017

Previous inspection date

6 August 2013

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

- Parents speak highly of the nursery and the practitioners who care for their children. Communication between parents and practitioners is extremely effective in supporting children's learning and well-being at home and in the nursery.
- Children emotional security is given a high priority. Practitioners are sensitive to children's unique characters. They provide a warm and nurturing environment where children feel safe and are well cared for.
- Practitioners are well qualified and understand children's individual interests and skills. They regularly observe and assess children's development to quickly identify areas where children need additional support.
- The management team is ambitious for the success of the nursery and strives to improve the quality of the provision. Practitioners feel valued and their morale is high. They work happily with enthusiasm to provide children with the support they need to make good progress in their learning.
- Managers and practitioners have a good understanding of their safeguarding responsibilities. Children play in a safe and secure environment.

It is not yet outstanding because:

- Performance management and supervision of the practitioners are not always firmly focused on improving their teaching skills. In some instances, the quality of teaching does not promote outstanding outcomes for all children.

What the setting needs to do to improve further

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

- extend performance management processes to specifically focus on enhancing staff teaching skills to the highest level and promote outstanding outcomes for children.

Inspection activities

- The inspector carried out a joint observation with the deputy manager of the nursery.
- The inspector observed the quality of teaching and spoke to practitioners about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children. She spoke to the children as appropriate to find out their levels of enjoyment.
- A range of documentation was looked at, including evidence of practitioners' suitability and training, some policies and procedures and children's records.
- The inspector discussed safeguarding arrangements and safeguarding training with practitioners and the management team.
- Discussions were held with a number of parents and their written views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners have a good understanding of child protection procedures. They regularly attend training and review their knowledge in team meetings. Clear records are kept of any incidents, accidents and existing injuries. These are evaluated to identify any areas for concern. Enthusiastic new members of the management team are gathering the views of parents and reviewing the quality of the provision. Identified improvements are thoroughly addressed. For example, the nursery garden has been fully refurbished, giving children an exciting learning environment all year round. The nursery rooms are bright, clean and safe, with an excellent range of good quality resources that reflects children's diverse languages and individual backgrounds.

Quality of teaching, learning and assessment is good

The management team is highly qualified and there is an ongoing training programme to raise the skills of practitioners. However, this is not yet fully embedded and not all teaching is at an outstanding level. Practitioners know the children well. They observe the children and plan effectively for the next stage in children's learning. Children have plenty of opportunities to talk to adults and practise their developing speaking skills. Older children excitedly join in with lively story times, anticipating what the witch has in the kitchen. They use scissors, pencils and glue skilfully to make imaginative collages with a wide variety of materials. Younger children happily leaf through the accessible books, enjoying the pictures pointed out by attentive practitioners. They enjoy games, such as shaking musical bells, to help them to develop their physical coordination.

Personal development, behaviour and welfare are good

Practitioners offer children a warm and welcoming environment. They work closely with parents to gather initial information about children's care and learning needs. Babies' routines reflect their lives at home, helping them to feel secure and happy. Practitioners help children to understand the expectations for their behaviour. They learn to share and take turns and behave well. Older children choose activities jointly, developing their understanding of each other's views and preferences. Skilled practitioners support children who have special educational needs and disabilities. They attend specialist training, such as learning sign language, to help all children to communicate effectively. Children's good health is supported well. They enjoy home-cooked nutritious meals and have daily opportunities to be physically active.

Outcomes for children are good

Additional funding is used well to help children to catch up with their peers. Children are confident and interact well with adults and each other. Older children are independent. They look after their own care needs, such as helping themselves to drinking water. Children explore the village and learn about other communities and lifestyles. Children learn to count in everyday activities and help to weigh ingredients for cooking. Children starting school are well prepared for this next stage of their learning. For example, they look at photographs of their new classrooms and teachers, role play with school uniform and eat lunch from school food trays.

Setting details

Unique reference number	259998
Local authority	Cambridgeshire
Inspection number	1063883
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	85
Number of children on roll	111
Name of registered person	Mary Crosby
Registered person unique reference number	RP909707
Date of previous inspection	6 August 2013
Telephone number	01480 469166

Ladybird Day Nursery was registered in 1974 and is privately owned. The nursery employs 24 members of childcare staff. Of these, 19 members of staff hold appropriate early years qualifications between level 2 and level 6. The manager holds early years professional status and qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and disabilities.

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