

Ladybird Nursery School

11 Ryder Gardens, Rainham, Essex, RM13 7LS



Inspection date 16 January 2017
Previous inspection date 25 April 2014

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

- Partnerships with parents are strong and information is regularly shared so that parents know where their children are in terms of their development.
- The manager and staff have a sound understanding of child development and an expectation that children will achieve well. Effective monitoring supports staff to track children's progress and accurately identify their next steps in learning. All children make good progress from their starting points.
- The manager includes the views of staff and parents in her self-evaluation, which is very successfully used to continuously improve outcomes for children.
- The staff are kind and caring. Children settle well. Staff use praise to boost children's confidence and self-esteem.
- The manager supports staff development, enabling additional skills to be gained. For example, after additional training the special educational needs coordinator helps other staff to provide greater continuity of care for those children who need extra support.

It is not yet outstanding because:

- Staff do not consistently provide opportunities to extend children's learning through imaginative play.
- At times, staff do tasks that children can easily do themselves and do not encourage children to build on their independence skills.

What the setting needs to do to improve further

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

- build on opportunities that extend children's prior learning through imaginative play
- make more use of opportunities to build consistently on children's independence skills.

Inspection activities

- The inspector undertook a joint observation with the manager and held discussions about children's learning and progress.
- The inspector spoke with parents on the day of the inspection.
- The inspector spoke with children and staff and observed them indoors and outdoors.
- The inspector sampled documentation.
- The inspector toured the premises.

Inspector

Alison Reynolds

Inspection findings

Effectiveness of the leadership and management is good

The manager has an in-depth knowledge of the early years foundation stage and supports staff to monitor childcare practice effectively. This helps to ensure that outcomes for all children are good. Partnership working with other professionals is well established and this helps to provide a consistent approach to care and learning. For example, it allows for learning, health or care plans to be evaluated with parents and other professionals. The manager has increased the opportunities for children to explore technology in an enjoyable way. For example, children are able to use remote-control toys.

Quality of teaching, learning and assessment is good

Staff provide interesting and enjoyable activities for children. For example, children spend much time and effort building a house using sand and other play materials. They enjoy being creative and share their enthusiasm with their friends as they play cooperatively and listen to one another's ideas. Staff constantly encourage children's efforts and this helps them to have the confidence to keep trying, even if they encounter difficulties. Staff use observations and assessments well. They use an online recording system to record information, which they share with parents. Children are well prepared for the next stage in their learning. For example, school staff are invited into nursery to meet the children as they prepare to move on to school.

Personal development, behaviour and welfare are good

The children are well behaved, polite and listen to the nursery staff. For example, when asked to ride the bicycle slowly because the ground is wet, they understand and adjust their behaviour. Children are learning how to keep themselves safe. The key-person system is very effective and children develop strong bonds with staff. Staff actively encourage children to learn about the wider, diverse community in which they live. For example, staff celebrate different festivals with the children. Staff encourage children to lead a healthy lifestyle. For example, a selection of fruit is served at snack time and children are able to run, cycle and play outside in the fresh air.

Outcomes for children are good

Children make good progress from their starting points. They have good social skills and make friends easily. Children enjoy playing and exploring their environment and are able to concentrate well, such as when they are engaged in activities. Children are confident to express their ideas and enjoy achieving success.

Setting details

Unique reference number	EY417318
Local authority	Havering
Inspection number	1069028
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	18
Name of registered person	Denesh Marwaha
Registered person unique reference number	RP904458
Date of previous inspection	25 April 2014
Telephone number	01708 551 778

Ladybird Nursery School registered in 2010. The nursery operates from a converted house in a residential area of Rainham, Essex, within the London Borough of Havering. The nursery is open Monday to Friday from 8am until 6.30pm, 51 weeks of the year. The nursery receives funding for the provision of early education for children aged two, three and four years. The nursery employs six members of staff, of whom four hold appropriate early years qualifications at level 3 and level 2.

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.

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