

# Ladybird Day Care

Kirkley Childrens Centre, Kirkley Street, Lowestoft, Suffolk, NR33 0LU



## Inspection date

14 February 2017

Previous inspection date

29 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Management and staff are passionate about providing a safe and high-quality service to all children and their families. The views of parents, staff and children are taken into account when identifying strengths and priorities for continuous improvement.
- Staff are highly successful in promoting children's social skills. Their sensitive interaction supports children in understanding and appreciating one another and learning to work together. Staff encourage children's language and support them in participating in discussions and decisions. This helps to prepare children for playing an active part in their community and the wider society.
- Exemplary links are made with other professionals that contribute to children's learning and well-being, especially for those children who have special educational needs and/or disabilities. Professionals commend the staff team on their excellent communication and sharing of information and for the effective work they do with children in the setting, to ensure that every child achieves.
- Parents speak highly of the nursery. They comment on the friendly, supportive and approachable staff and about how their children enjoy attending. Staff are very successful in engaging parents in their children's ongoing learning.
- Children make good progress and are well prepared for the next stage in their learning. Staff have good links with other settings, including local schools, helping to share information about children's achievements to support continuity in their development.

### It is not yet outstanding because:

- New systems for monitoring staff's performance do not focus sharply enough on raising the quality of teaching throughout the team to the highest level.
- Staff do not always ask parents to provide precise information about children's skills and learning as they start at the nursery.

## What the setting needs to do to improve further

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

- sharpen the focus on performance management so that staff have more opportunities to build on their practice, in order to raise the quality of teaching to outstanding levels
- gather more detailed information from parents about what skills children already have when they start at the nursery, in order to more effectively identify children's starting points in learning.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery. The inspector discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and her dedicated team work very well together. They are well qualified and talk confidently about the positive impact training has on their knowledge and practice. Management has recently introduced a system for tracking cohorts of children. Early indications are that this is being used successfully to identify gaps in the learning of groups of children, so that steps can be taken to address them swiftly. Additional funding is used effectively to help all children make good progress. Recent improvements to the outside area have had a positive impact on the outcomes for children. The arrangements for safeguarding are effective. Stringent policies are in place and followed by staff. All staff receive training updates and are confident and knowledgeable about their individual responsibilities to keep children safe and protected from harm. Recruitment procedures ensure that only the most suitable staff are employed. Equally, ongoing checks are completed, ensuring staff remain suitable for their roles.

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

Staff have a good understanding of how children learn and develop and children benefit from the good level of support that they receive. Staff regularly assess what children know and can do and identify where extra individual support may be required, working with parents to help them gain this support swiftly. Children's language and communication skills are given high priority and children who speak English as an additional language are extremely well supported. Staff use sign language to support communication and provide rich opportunities for children to develop their speaking skills when engaging with others, particularly in small groups. Older children are motivated by well planned, focused activities that develop their listening skills and interest in numbers, letters, sounds and early writing. Babies are inquisitive and actively explore their surroundings.

### Personal development, behaviour and welfare are good

Staff have created a very warm, nurturing environment that welcomes children and their families and promotes respect and equality. The impact of the nursery's focus on the social and emotional development of children is evident. Children quickly build secure relationships with their key person and other adults. They are happy and actively engaged during their time in the nursery. Staff offer children sensitive support to help them understand and manage their behaviour. They encourage children to become independent and responsible. For example, children enjoy serving their snacks and meals and know the importance of making healthy choices from the well-balanced menu. Children delight in accessing the outdoor area and their health benefits from plenty of exercise and fresh air.

### Outcomes for children are good

Children who have special educational needs and/or disabilities, those who speak English as an additional language and those for whom the nursery receives additional funding receive targeted support from staff and external professionals. This supports their good progress and helps to close achievement gaps. Children are developing positive attitudes towards learning and show a lively interest in new experiences. They are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY357015
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1065004
<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 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Lowestoft College
<b>Registered person unique reference number</b>	RP902430
<b>Date of previous inspection</b>	29 August 2013
<b>Telephone number</b>	01502 532 740

Ladybird Day Care registered in 2007 and is one of two early years settings run by the Lowestoft College Corporation. The nursery employs 25 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

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