

## Inspection date

22 February 2017

Previous inspection date

Not applicable

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

- Partnerships with other early years providers that children attend are good. Information about children's development is shared on a regular basis to promote continuity of care and learning.
- The key-person system is organised well and supports young children to form secure attachments, promoting their care and well-being. All aspects of children's personal, social and emotional development are warmly supported.
- Teaching is good. Staff place a good emphasis on children's learning through the nursery routine and the motivating range of learning experiences provided.
- Behaviour is very good and children consider each other's feelings as they show good levels of respect and empathy to their friends.
- Children's communication and language development are supported effectively. Staff engage in constant discussion, introduce new vocabulary and model language during their activities. Children make good progress in their learning.

### It is not yet outstanding because:

- Although the management uses self-evaluation to identify what is working well and to recognise priorities for development, they have not explored further ways of including the views of all staff and parents.
- Staff recognise many next steps for children's learning, however these are occasionally not focused and precise enough to challenge them to the highest levels.
- Although partnerships with parents are good, overall, staff do not consistently gather precise information about children's ongoing learning at home, to help to better complement their learning in the nursery.

## What the setting needs to do to improve further

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

- strengthen systems of self-evaluation to drive the quality of the provision to the next level and find ways to include the views of all staff and parents
- focus on the next steps of children's individual learning even more precisely that continually challenge them to the highest levels
- enhance the opportunities for parents to consistently share information in relation to their children's learning at home.

### 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 manager.
- The inspector held a meeting with the manager and looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks. She also viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to a number of parents during the inspection and also took account of their written views.
- The inspector spoke to staff and children throughout the inspection.

### Inspector

Jane O'Callaghan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff place a high priority on keeping children safe. Risk assessments of the premises are constantly reviewed. Staff are vigilant when supervising children, both indoors and outside. Management and staff understand the correct safeguarding procedures to follow should they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure that staff are suitable to work with children. Consequently, children are protected well. Staff have regular targeted supervision meetings, attend further training and complete higher qualifications. They share good practice to help develop their teaching further.

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

Staff know children well, interact effectively with children and observe them as they play alongside each other. Staff complete regular and accurate assessments of children's achievements. They use this information to plan rich activities which promote children's ongoing learning, taking account of each child's own interests. Children engage well in the activities staff provide for them and show enthusiasm to learn. They move between activities at their own pace. Staff know when to engage with children or leave them to make their own discoveries and process their learning. Children enjoy using their imagination in the home corner. They involve others and staff join in with a role play game, where they go to the shops for food. Babies follow staff as they dance to Indian music, using the instruments as they wiggle around, giggling and laughing together. The manager monitors children's progress well and strategies are put in place to ensure that all children are achieving.

### Personal development, behaviour and welfare are good

Staff support children's personal and social development well. They make routine activities an enjoyable experience, helping children to manage their own care needs independently. For example, children wash their hands prior to eating and after going to the toilet. Staff sit with children during mealtimes and talk to them about the foods they are eating. Children's behaviour is good. They are kind and learn to respect each other. Staff use songs and rhymes to remind children to use good manners and to say please and thank you. Children are active and benefit from regular fresh air and exercise in the nursery garden. Staff take children into the purpose built soft-play area to further develop their physical skills. Children take off their shoes and coats excitedly and are eager to run, climb and slide on the play equipment.

### Outcomes for children are good

Children make good progress given their starting points, including those who receive funding. They are becoming independent learners who are able to develop their own play. They practise early writing skills and recognise letters in print. Children develop good language and communication skills. They become confident in sharing their own ideas. Children develop the skills needed for future learning and their move on to school.

## Setting details

<b>Unique reference number</b>	EY495091
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1035183
<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 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Leelas Ladybirds Limited
<b>Registered person unique reference number</b>	RP535004
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01274597957

Leelas Ladybird Ltd was registered in 2015. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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