

# Little Ladybirds Day Nursery And Pre School

1 Riverside Court, Station Road, Croft, LEICESTER, LE9 3EL



## Inspection date

29 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Supervision of staff performance and opportunities for staff development are not implemented effectively to help staff to improve and develop their practice.
- Records relating to the investigation and outcome of complaints have not been maintained by the provider.
- Recruitment and vetting procedures are not effective in making sure that all people looking after children are suitable to fulfil the requirements of their role and to ensure children's safety and welfare.
- The key person system is not effective enough. Parents are not sure about how their child is developing as this information is not communicated with them.
- The quality of teaching is variable and does not consistently support children to make good progress in their learning and does not always help them to understand what is expected of their behaviour.
- Information about children's development is not shared effectively with other settings so that their next steps in learning are worked on in a complementary way.

### It has the following strengths

- Staff knowledge of the procedures to safeguard children is good.
- Children learn and play well outside, they become engrossed in activities and show how they can share and take turns.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that information about children's well being and development is shared with other settings	28/04/2017
■ implement effective arrangements for the supervision of staff which provide training and support in order to raise the quality of teaching to a consistently good standard	14/04/2017
■ ensure that safer recruitment practices are implemented consistently for all staff at the setting	14/04/2017
■ ensure that an accurate record of complaints is maintained and show how they have been investigated.	14/04/2017

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

- develop the key person system so that information regarding children's development is communicated effectively with parents

## 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 provider.
- The inspector held a meeting with the nursery provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

## Inspector

Caroline Clarke

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider does not demonstrate a full understanding of the statutory requirements of the early years foundation stage. Consequently, some requirements are not being met. Arrangements for safeguarding children are not effective. The provider does not have robust recruitment and vetting procedures in place. As a result, the suitability of all staff working with the children has not been established. However, staff know the signs of abuse, where to report concerns about children's welfare and what to do if they have concerns about other staff members. Systems in place for completing supervision of staff practice are not completed regularly enough. This means that opportunities to improve staff practice and ensure a consistent approach amongst the staff are limited. As a result, there are inconsistencies in the quality of teaching. The provider has not established effective links with other settings. This means that information about children's development is not shared to fully ensure children's progress is rapid.

### Quality of teaching, learning and assessment requires improvement

Children are confident and engaged in their play in the outdoor area. They show interest in the resources available to them, and lead their own play supported by adults when necessary. They enjoy playing with the mud kitchen and small water tube, and demonstrate the characteristics of effective learning. However, the quality of teaching is not consistently good across the setting. On occasion activities with the pre-school children are not focussed well enough on their interests, learning styles and next stages in development. As a result, children lack motivation and quickly lose interest. This has a negative impact on their potential progress. Children know and understand the routines of the setting and are developing useful skills for their next stage in learning. They are able to get themselves ready for going outside by putting their own coats and shoes on, and they help staff to prepare for snack.

### Personal development, behaviour and welfare require improvement

Children are mostly settled at the setting. Staff and babies have formed sensitive and positive relationships with each other. When playing outside children demonstrate how they can share, for example, taking it in turns with their peers to pour water down a tube. However, sometimes children's behaviour deteriorates because staff do not have an agreed strategy to manage their behaviour. As a result, children receive confusing messages about what is expected of them and this then disrupts the children's learning experiences. While there is key person system in place, the communication between staff and parents about children's development is not well established. This limits the opportunities for parents to extend their children's learning.

### Outcomes for children require improvement

Children are interested in books and enjoy listening to staff read on a one to one basis. However, this is not the case when the children are in a group because their behaviour is not controlled well enough and their attention is affected. Older children are interested in writing and making marks and can recognise their own name and of those of others. Children are developing their physical skills well, they can pour water from a jug, balance

on beam, and fasten bricks together. Staff assessments of children's progress are accurate and reflect the progress they are making. However, these are not completed in a timely manner and therefore where children do not make typical progress for their age and stage of development there are delays in seeking assistance for those children who may require additional support.

## Setting details

<b>Unique reference number</b>	EY536490
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1075069
<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>	42
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Caroline Winterton Ltd
<b>Registered person unique reference number</b>	RP533274
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01455 697667 07889095597

Little Ladybirds Day Nursery and Pre School registered in 2016 and is privately owned. The nursery employs five members of childcare staff. Of these, two members of staff have early years teacher status, and two hold appropriate early years qualification at level three. The nursery opens from 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/or a disability.

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