

Longton Ladybirds Nursery School

Longton Ladybirds, 45 School Lane, Longton, Preston, PR4 5ZA



Inspection date

29 June 2017

Previous inspection date

14 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The nominated person has failed to ensure that new committee members have completed all the suitability checks that Ofsted requires.
- Staff do not consistently share information about children's development with other early years settings that children attend to promote continuity in their learning.
- Managers do not use self-evaluation effectively to identify all weaknesses.

It has the following strengths

- The quality of teaching is good and in some instances excellent. Staff use very skilful questioning methods and follow children's lead in discussions to encourage them to think about different solutions. This helps to deepen children's thinking skills.
- Children are highly independent. They put their coats and bags on their pegs when they arrive and enjoy completing simple tasks.
- Children are very well behaved. They arrive in high spirits and are eager to learn.
- Managers and staff form strong partnerships with parents and other agencies, and work with them very closely to meet children's individual needs.
- Managers monitor the progress of individual children and groups of children's learning to identify and address any gaps in their development. Children make good progress.
- Managers complete regular supervision sessions of staff to monitor their practice. Staff use information from recent training to help improve children's speaking skills.

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 Ofsted is provided with the relevant information allow the required suitability checks to be completed on all committee members. 29/07/2017

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

- share information about children's interests and achievements with all other early years settings that children attend
- use self-evaluation more effectively to clearly identify all weaknesses in the provision.

Inspection activities

- The inspector took a tour of the nursery with one of the managers, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the two managers. She discussed self-evaluation processes and looked at relevant documentation and evidence of the suitability of committee members and staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers and staff have a clear understanding of the procedures to follow should they have a concern about a child's welfare. They assess risks well in order to keep children safe. Managers gather the views of parents, staff and children. However, their self-evaluation process is not effective in identifying all weaknesses in provision. The nominated person has not ensured that new committee members have completed the required suitability checks successfully. However, because these committee members do not have responsibility for making decisions about the running of the nursery and do not work directly with children, the risk to children is minimised. Staff do not consistently share information about children's development with all early years settings that they attend to provide continuity in their care and learning.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's learning. They use information gained from these to plan activities and experiences that closely match children's individual interests. Staff provide parents with detailed information about their children's progress and encourage them to extend their children's learning at home. Children thoroughly enjoy their time spent in the nursery. They freely access the interesting and stimulating range of available resources. Children delight in finding small creatures under logs in the garden. They learn about mathematical concepts, such as the size and shape of slugs. Older children are encouraged to share their knowledge with younger children. For example, they describe with confidence, 'A snail is like a slug but they have got a shell on'. This helps to develop children's self-esteem.

Personal development, behaviour and welfare are good

Children settle quickly and form strong attachments to staff and their peers. They practise good self-care skills, such as washing their hands before eating. Children use good manners and show care and kindness to their peers. Staff promote children's healthy lifestyles well. For instance, they provide fresh fruit and healthy drinks at snack time. Children have very regular opportunities to be physically active in the garden where they enjoy fresh air and exercise. They work together successfully as a team to figure out how to build a small wall using blocks. Children practise their balancing skills and take turns to walk along the blocks and jump off the end. This helps them to develop control of their bodies and promotes their physical well-being.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. They become absorbed in self-chosen play and are curious investigators. For example, children observe rain water dripping from a drainpipe in the garden. They practise their good counting skills as they use utensils to catch the water and count each drip. Children use their good imaginative skills and mix freshly picked herbs with sand and water to make potions. All children gain key skills for future learning and school.

Setting details

Unique reference number	309375
Local authority	Lancashire
Inspection number	1090699
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	37
Name of registered person	Longton Playgroup Committee
Registered person unique reference number	RP518553
Date of previous inspection	14 April 2015
Telephone number	01772 612 101

Longton Ladybirds Nursery School registered in 1992. The nursery is open from Monday to Friday during term time only. Sessions are from 9am until 4pm. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery school provides funded early education for three- and four-year-old children.

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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