

# Ladybird Nursery

8-10 Cardigan Avenue, Westcliff-on-Sea, Essex, SS0 0SF



## Inspection date

15 December 2017

Previous inspection date

29 October 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

- Staff know the children well and have positive relationships with them. Staff's genuine interest in, and care for, the children is shown in the ways in which they sensitively respond to children's emerging needs. Staff consistently interact with children in an interested and enthusiastic manner.
- Parents are very complimentary about the support the setting offers to their children and to themselves. They talk about how friendly the staff are and how they care for children as if they were their own. Parents comment on the good communication and how involved they feel in their child's day.
- Staff feel well supported by their leaders. For example, regular room and team meetings, along with individual supervision sessions, help to create a strong team ethos and a good capacity to continue to develop.
- Children enjoy learning in a stimulating and exciting environment indoors and outdoors. Staff work resourcefully to make very good use of the premises, resources and the local environment, to enhance children's learning opportunities.

### It is not yet outstanding because:

- Staff do not effectively support the most able children to continually extend and challenge their learning.
- Staff have yet to make effective use of newly implemented observation and assessment systems to precisely plan for children's next steps in their learning.

## What the setting needs to do to improve further

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

- build on staff's knowledge of children's interests when planning to include even greater levels of challenge for the most able children
- strengthen the arrangements for monitoring and tracking children's achievements, to help to identify and provide for children's next steps in learning even more precisely in all areas of their development.

### 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 spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A selection of documentation was looked at, including evidence of staff training and suitability, self-evaluation and some policies and procedures.

### Inspector

Sally Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a very clear understanding of the strengths and areas for development within the setting. Evaluation is accurate and involves gaining the views of parents, staff and children, as well as external support. The manager and staff are strongly committed to continuous development, and a detailed development plan helps to ensure actions taken are focused and precise. Safeguarding is effective. Staff talk confidently about what to do if they have a concern about a child's welfare. A thorough recruitment and induction process helps to ensure that staff are suitable to work with children and are well prepared for their roles.

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

Children are motivated learners who confidently involve the adults in their play. For example, babies excitedly point to birds outside, gaining their key person's attention and then using the sign for bird to communicate what they have seen. Staff pay close attention to children's interests and use these to engage them in different opportunities. All children's learning is supported effectively, including those who speak English as an additional language. Information shared with, and by, parents is used to support children's learning in the setting and at home. For example, parents are involved in discussing the next steps for their children.

### Personal development, behaviour and welfare are good

An effective key-person system helps to provide a warm, nurturing environment for children. This helps support children to feel confident and secure to explore their environment, inside and outside. Settling-in procedures are flexible according to children's needs. Effective sharing of information between rooms helps children to settle quickly in their new environment. Children's behaviour is good. Staff are calm role models and routines are well thought out to minimise disruption and best meet children's needs. Staff effectively use routines, such as meal and snack times, to support children's understanding of being healthy and to develop physical skills, such as pouring their own drinks. Staff also use the routine activities to create a sociable time for singing and sharing stories together. Children are cared for sensitively. For example, babies are supported to settle in an unhurried and comforting way.

### Outcomes for children are good

Children are well prepared for the next stage of their learning; for example, younger children show sustained concentration when exploring gloop and paint with staff. In the pre-school room children talk about colours and numbers and name different types of fruit. A group of children sing a snowman song and correctly say how many snowmen will be left when one melts away. Children are working at expected levels for their ages and make good progress from their starting points. Any gaps in learning are quickly identified and support is arranged, using additional funding as necessary to effectively target children's needs.

## Setting details

<b>Unique reference number</b>	EY279099
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1104171
<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>	53
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Southend Hospital Trust, Ladybird Nursery
<b>Registered person unique reference number</b>	RP521475
<b>Date of previous inspection</b>	29 October 2014
<b>Telephone number</b>	01702385330

Ladybird Nursery registered in 2004. It is situated in Southend on Sea. The nursery is run and managed by Southend Hospital NHS Trust. It employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications. The manager holds early years professional status and two members of staff have early years qualification at level 4. The nursery opens Monday to Friday all year round, excluding bank holidays, from 6.45am to 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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