

Ladybird Preschool Nursery

Cromer Road Play Area, SHERINGHAM, Norfolk NR26 8AB



Inspection date	15 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff are passionate about providing high-quality care and education. They regularly evaluate the provision and consider the views of families and children, to identify ways they can continually improve and better serve their community.
- Children behave exceptionally well. Staff are excellent role models and support children to develop a clear understanding of appropriate behaviours. For example, children put aprons on before using paints, listen to each other during group talk sessions and use their 'walking feet' indoors. They are kind and readily engage in cooperative play with their friends.
- Staff are active participants in children's play. They join role play in the children's pretend doctor's surgery. Staff ask relevant questions about the equipment, such as the stethoscope and bandages, and discuss children's experiences of being unwell. This promotes children's thinking skills and extends their knowledge.
- Children are motivated learners who are curious about the wider world. They talk about the things a seed needs to help it grow into a big plant and what volcanoes do.
- Parents appreciate the supportive, knowledgeable staff. They talk about how their children enjoy attending and often talk about new things they experience and learn at the nursery.
- Staff promote opportunities for children to learn about their personal safety. From a young age, children learn to recognise potential hazards and know how to keep themselves safe. For example, children work together to move heavy building blocks to make a bridge.
- Arrangements for monitoring staff performance are effective in establishing and maintaining consistently good practice. However, the manager does not focus on specific teaching skills for reflection and discussion sharply enough to ensure staff provide the highest quality teaching practice.
- Staff do not make the most of their good relationships with parents to help them to support and extend their children's ongoing learning at home.

What the setting needs to do to improve further

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

- strengthen arrangements for monitoring staff performance to sharply identify and explore specific teaching skills, to raise the quality of teaching practice to the highest levels
- enhance the strategies that are in place to support parents to support and extend 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of committee members and staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a strong understanding of child protection. They recognise the signs and symptoms that may indicate a child is at risk of harm and know how to refer any concerns about children's welfare. Staff build strong partnerships with external agencies. This enables an effective, coordinated approach to supporting children and families. The manager and her staff are well qualified and experienced. They regularly reflect as a team to consider ways they can enhance the learning environment to meet children's needs. For instance, they resurfaced the outdoor area to enable safer climbing and physical play. The manager uses additional funding, such as early years pupil premium, to support children's attendance and provide resources to enhance their learning. She monitors all children's progress and uses this information to inform meetings and identify training for the staff.

Quality of teaching, learning and assessment is good

Staff use their knowledge of children's learning needs to plan a broad range of interesting activities and present them in an attractive way. This promotes children's extended engagement in activities and encourages them to try new things. Staff provide rich opportunities for children to make marks and practise their early writing skills. For example, children make name lists in the role-play doctor's surgery and make notes about the activities available that day. Children delight in exploring different sensory materials, such as shaving foam, dough and glitter. They practise their small physical skills as they squeeze, spread and manipulate the materials. Staff use everyday tasks to support children's mathematical understanding. For example, children sing counting songs and sort their cups and plates into coloured containers at snack time.

Personal development, behaviour and welfare are outstanding

Children thrive in this bright, welcoming nursery. Staff are highly sensitive to children's needs and prioritise their well-being. They work closely with parents and carers to understand and support children. For example, staff work flexibly with parents to support children when they begin attending. They offer home visits as a way to build relationships with families. This promotes children's emotional well-being and helps them to settle quickly. They are excited to arrive and eager to join in with activities. Children develop a strong sense of belonging and high self-esteem. For instance, they sing a welcome song to greet each other at the start of each session. Staff recognise children's individual achievements on 'wow' leaves hung on the nursery's celebration tree. They note children's 'super' writing, sensible choices and kind behaviours towards their friends. Children take themselves to the toilet and put their own coats on. Staff encourage 'choosing time' and talk to children about the range of available activities and resources. This develops children's independence and self-care skills.

Outcomes for children are good

Children make good progress from their starting points, including those who have special educational needs and/or disabilities. They are well prepared for their next stage in learning. Children are confident and demonstrate good concentration skills. They engage in boisterous physical play outside and sing to themselves as they use the mud kitchen.

Setting details

Unique reference number	EY543126
Local authority	Norfolk
Inspection number	10090308
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	34
Name of registered person	Ladybird Pre-School Nursery CIO
Registered person unique reference number	RP543125
Date of previous inspection	Not applicable
Telephone number	01263 824325

Ladybird Nursery registered in 2017 and is run by a voluntary committee. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two staff with a qualification at level 6. The pre-school is open Monday to Friday during term time. Sessions run from 9am to 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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