

Ladybird Kindergarten

5 Main Street, Wyke, BRADFORD, West Yorkshire BD12 8BN



Inspection date	13 March 2019
Previous inspection date	2 October 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children's safety and welfare are compromised. Staff fail to identify and reduce risks indoors and outdoors, and do not implement safe care practices. Furthermore, the requirements for first-aid training are not met.
- Staff do not implement adequate hygiene practices or procedures for managing illness, to minimise the spread of cross-infection.
- Staff do not sufficiently organise space to meet children's individual needs and promote good outcomes.
- Systems for monitoring staff practice are not having enough impact on targeting, improving and sustaining the quality and consistency of teaching and learning.
- Staff do not provide adequate support to children with special education needs and/or disabilities (SEND). They do not discuss this with parents sufficiently or support and monitor children where progress gives cause for concern.
- Staff do not always manage children's behaviour effectively to support their personal, social and emotional development.
- Staff do not consistently carry out the progress check at aged two. Other assessments of children's progress are not always accurate. Nor do staff use information from assessments sufficiently well to support children's progress, especially where this is identified as being less than expected. Staff do not inform parents about children's progress consistently.
- Staff do not reflect on the different ways that children learn when planning and guiding activities and their teaching, to help children develop essential skills for future learning.
- Certain records are not available for inspection.

It has the following strengths

- Staff work closely with parents to settle children in and help them to build secure emotional attachments.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
use risk assessments effectively to remove or minimise potential risk to children's safety in the indoor and outdoor environments, and implement safe practices to promote children's welfare at all times	27/03/2019
ensure that children are accompanied outside of the setting by at least one person who has current paediatric first-aid training	27/03/2019
take effective steps to prevent the spread of cross-infection and promote children's good health	27/03/2019
ensure that the premises are suitably organised to meet children's individual needs	27/03/2019
improve the monitoring of staff practice, to more swiftly identify and tackle underperformance and inconsistencies, and to improve staff's personal effectiveness, so that teaching and learning is significantly improved	05/06/2019
ensure appropriate arrangements are in place to support children with SEND	27/03/2019
ensure that records are available to confirm that vehicles in which children are being transported, and the drivers of those vehicles, are adequately insured	27/03/2019
ensure staff manage children's behaviour consistently and in line with the settings behaviour management policy.	27/03/2019

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff consistently manage children's behaviour effectively to support children's personal, social and emotional development	27/03/2019
consistently carry out the progress check at aged two and ensure that assessments are accurate and used precisely to plan for children, in line with their individual needs, their most specific and relevant next steps in learning and any gaps in their learning: and to keep parents up to date with their child's progress and development	05/06/2019

put in place arrangements for discussing with parents and supporting children if a child's progress gives cause for concern, including considering whether a child may have a special educational need that requires specialist support, to act on this and secure any necessary early interventions	27/03/2019
reflect on the different ways that children learn when planning and guiding activities so that children develop key skills in readiness for future learning	27/03/2019

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the nursery owner. She looked at various documents, including those related to the suitability and qualifications of staff.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is inadequate

Although the nursery owner and manager have put in place systems for checking the quality of the provision, these are not having enough of an impact. They do not sufficiently address weaknesses in practice, including breaches in statutory requirements, to improve outcomes for children. As part of this, they have failed to meet a number of actions raised at the last inspection and sustain continuous improvement. Safeguarding is not effective. Staff do not diligently carry out risk assessments and safe practices, compromising children's health and safety. They fail to remove accessible cleaning products, drawstring bags and carrier bags. Outdoors, they fail to eliminate stagnant water, including that which has an extremely foul odour. Furthermore, staff allow very young children in the baby room to walk around when eating snack or while drinking from a baby bottle. Staff do not promptly mop-up water spillages and fail to tighten highchair restraints accordingly. That said, there is rigorous recruitment and vetting of staff and excellent security arrangements. Staff can also identify possible signs of abuse and reporting procedures. These practices help to promote other aspects of children's welfare. The special educational needs coordinator does not fulfil her role and responsibilities sufficiently. For example, where she has identified children with additional needs, she has failed to follow up on previous referrals to other professionals, where there has been no response. Although children make some progress, children have not received adequate support, in consultation and partnership with parents or other professionals, to meet their individual needs. Most records are maintained as required. However, the provider cannot confirm that vehicles used for transporting children, and the drivers of these vehicles, are adequately insured.

Quality of teaching, learning and assessment is inadequate

Despite certain staff having qualifications, it is not having enough of a positive impact; this includes apprentices working towards qualifications, supervisory meetings and further training. Staff's practice, knowledge and skills remain insufficient and teaching is not improving enough. Staff do not sufficiently build on and extend children's learning, or their language and communication skills sufficiently as children play or during care routines. Nor do they create stimulating, challenging or adequately-resourced learning environments to promote the characteristics of effective learning. This is particularly the case with children under three years, where space has recently been reorganised. They are disengaged, lack motivation and wander around without enough purpose and support from their key person or other staff. This is also very evident when all age groups, including school-aged children, are accommodated in one room at the beginning, and at the end of the day. This does not meet children's individual needs. Children run around and resources, which are of poor quality and limited, are strewn over the floor, creating a disorderly environment. Staff undertake observations and assessments; the manager is currently embedding their knowledge and use of the new online records of learning. However, some children have reached the age of three years, without having their two-year progress check. Furthermore, other assessments of children's learning are not always accurate. Nor are staff identifying the most relevant or targeted next steps in children's learning consistently or closing gaps in learning. They are especially failing to sufficiently identify, monitor and address children's development in the prime areas where this is significantly below expected development levels.

Consequently, some children are not making the progress they should. Staff do not consistently share information about children's progress with parents or discuss how they can support their children's learning at home. This hinders the progress children are making further, due to a lack of a coherent approach. This is, again, particularly imperative where development is less than expected.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's health, safety and welfare are not assured. Furthermore, the provider cannot evidence that when children are taken off-site that they are accompanied by staff who have current first-aid training. Staff do not sufficiently minimise cross-infection to promote children's physical well-being. They fail to wash hands in the baby room before the poorly organised snack time routine. This takes place with a bowl of fruit being placed on the floor and toddlers either sitting on the floor or walking around. Nor do staff encourage toddlers to use soap during chaotic and unsupported handwashing routines before lunch. There is a lack of equipment to promote good handwashing routines in the adult toilet. Finally, staff bring their own children in to nursery when they have an infectious illness. Despite these poor practices, staff promote children's good health in other ways. For example, children have ample fresh air and exercise and eat a variety of hearty, healthy and freshly prepared meals. Children do not always display positive behaviour and staff do not consistently reinforce expectations appropriately. They occasionally raise their voices and do not always act as good role models. For example, they respond to children snatching toys, by doing the same back, to then return the toy to the child it was removed from.

Outcomes for children are inadequate

Weaknesses in different aspects of teaching mean that children's ongoing learning needs are not sufficiently addressed. Their progress and preparation for future learning is hindered. Despite this, children are developing some skills for future learning. For example, during certain adult-led activities, two-year-old children focus and enjoy exploring sensory media. The oldest children develop independence and build early friendships while linking up during activities.

Setting details

Unique reference number	EY500537
Local authority	Bradford
Inspection number	10081474
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	60
Number of children on roll	45
Name of registered person	Ladybird Kindergarten (the Swan) Ltd
Registered person unique reference number	RP535418
Date of previous inspection	2 October 2018
Telephone number	07581084709

Ladybird Kindergarten registered in 2016. It is situated in Wyke, in Bradford, West Yorkshire. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications; three are at level 3, one is at level 4 and one is at level 5. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm.

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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