

Ladybird Nursery

Tunstall Hall, MARKET DRAYTON, Shropshire TF9 4AA



Inspection date

5 June 2019

Previous inspection date

28 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- The manager and staff have worked hard to meet the actions and recommendations set at the last inspection. They have a clear vision for the future and recognise where further improvements can be made to benefit children. Parents and children are involved in the self-evaluation process. Their views are sought and acted on to help move the nursery forward and raise the quality of the provision.
- Behaviour throughout the nursery is exemplary. Staff act as positive role models. They treat children with respect and encourage them to be respectful towards others. Children are polite. They play nicely with their friends and learn to share and take turns.
- The manager monitors children's progress to identify where there are any gaps. Staff attend additional training to ensure that they provide activities to close any gaps swiftly. For example, when the manager found that there were gaps in mathematics, she provided additional resources and training to ensure that these were quickly reduced.
- The key-person system is in place and clearly works in practice. Children form good relationships with their key person and other staff. They actively seek them out for a cuddle if they are tired or in need of reassurance.
- The manager has strategies in place to support staff to raise the quality of their practice even further. However, these are not yet embedded fully to ensure all teaching is of a consistently high standard.
- Occasionally, staff do not provide enough time for children to think about and respond to questions. They sometimes ask questions in quick succession or tell children the answer as soon as the question is asked.
- Children's independence is not always fully promoted as staff carry out tasks that children could do for themselves.

What the setting needs to do to improve further

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

- embed further the strategies that are already in place to ensure the quality of teaching is consistent throughout the nursery
- provide children with more time to consider their answers and respond to questions
- encourage children to carry out simple tasks for themselves to promote their independence.

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 manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and some parents during the inspection and took account of their views.

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have attended training and are aware of the signs and symptoms of abuse and neglect. In addition, they have a good awareness of wider safeguarding issues, including the 'Prevent' duty. All staff are aware of the procedures to follow should they have a concern about a child in their care. The premises are safe and secure. Staff carry out risk assessments to ensure that children can play and learn safely. Staff benefit from regular supervision meetings and appraisals. Children are supported well when they move to school. Early years teachers visit the setting before children move. Staff work with other professionals, such as speech and language therapists, to ensure children's individual needs are met. There are good partnerships with parents, who are fully involved and included in their child's learning. Staff share information with parents daily, including children's next steps in learning. Parents are supported to continue their child's learning at home. Parents' comments are positive. They are happy with the care and learning their children receive. They say staff are very supportive and help children achieve.

Quality of teaching, learning and assessment is good

Staff use observations and accurate assessment of children to plan activities that incorporate children's next steps of learning and help them to make progress. Babies enjoy feeling the texture of rice and cooked pasta mixed with paint. They choose the colour of paint that they want, and staff help them to repeat the colour name. Toddlers listen intently during circle time. They are beginning to recognise their names and can match them to their photographs. Staff skilfully differentiate the activity to meet the learning needs of all children taking part. For example, they introduce letters and sounds for the more able children. Older children make their own passports. Staff help them to identify the colour of their hair and eyes and replicate this as they draw themselves. Children draw themselves and then write their names. They chat happily to each other about where they have been on holiday.

Personal development, behaviour and welfare are good

There are a wide range of resources, including natural resources, available for the children to enjoy. Rooms are set out in different areas, such as reading, role play and craft areas where children can choose activities for themselves. Children learn about healthy lifestyles. They enjoy home-cooked meals and healthy snacks. They play outside daily and can confidently ride bicycles, climb and balance. Children who speak English as an additional language are supported well. All children learn about festivals and cultures that are different to their own.

Outcomes for children are good

All children make good progress. They learn the skills that they need for the next stage in their learning, including the move on to school. Children are confident and eager learners who enjoy taking part in the activities provided. Older children can form recognisable letters and some can write their names. Younger children learn about emotions and can copy facial expressions, such as sad and happy.

Setting details

Unique reference number	EY442696
Local authority	Shropshire
Inspection number	10077786
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	54
Number of children on roll	27
Name of registered person	Ladybird Day Nurseries Limited
Registered person unique reference number	RP531400
Date of previous inspection	28 August 2018
Telephone number	01630656599

Ladybird Nursery registered in 2012. The nursery employs eight members of childcare staff. Of these, seven hold appropriate qualifications at level 3 and one holds early years teacher status. The nursery is open Monday to Friday, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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