

# Inspection of Ladybird Childrens Nursery

4-6 Harley Terrace, Newcastle Upon Tyne NE3 1UL

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Inspection date: 2 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

A strong, supportive ethos runs through the nursery. Children build positive relationships with the well-established staff team and demonstrate they feel happy and safe from the outset. This is apparent as older children enjoy a cuddle as they listen to a story and babies snuggle in to go to sleep. Children behave very well throughout the day. They respond to instructions, for example to tidy up, and enjoy joining in with a song to indicate this routine.

Staff have high expectations of children's learning overall. They implement a well-planned curriculum with rich, stimulating experiences that motivate and engage children to a high level. For example, children in the busy bees room explore shaving foam using sticks and wooden blocks. They wallow in the experience, covering their hands and the arms of staff supporting them.

Good use is made of areas, such as the outdoor environment, to promote children's learning. Children clearly enjoy activities, such as dipping conkers into paint before rolling them down paper attached to the slide. Managers acknowledge there are some minor weaknesses in teaching and gaps in staff's knowledge, particularly in how literacy is promoted with older children.

### **What does the early years setting do well and what does it need to do better?**

- Staff in the caterpillar room support babies and very young children's early communication skills very well. They access relevant training and use this knowledge effectively to support their teaching. This is evident when they model single words, such as the names of fruit and other objects children discover as they play.
- High-quality information is gathered from parents when children first start attending. Staff use this to provide consistency in the care children receive. Key information is shared between staff when children move through the nursery. Parents spoken to during the inspection say their children are supported particularly well when they move rooms. Staff share information about the transition, which enables parents to talk to their children at home.
- Staff have a good overall understanding of how young children learn and develop. They have regular observations of their teaching to help them to improve. However, managers have not identified and addressed some activities that are not sufficiently focused on children's stage of development and level of understanding.
- Children enjoy listening to stories and are clearly developing a love of books. They show this when they become excited and tell visitors about the stick man they have made based on the popular children's story. Staff are very keen to develop children's skills in early reading to a high level. However, they lack some

knowledge of the progressive stages children go through before learning how to hear and say the initial sounds in words.

- Children with special educational needs and/or disabilities are supported particularly well. Parents say staff go 'above and beyond' to support children and their families. Managers and staff are proactive and engage effectively with external professionals, if appropriate, to ensure children have their full entitlement to early education.
- Children respond positively to staff. For example, pre-school children place their hands on their heads to show they are listening to instructions. Younger children take pride in helping staff to sweep the floor following creative activities.
- Staff tune in sensitively to very young babies and meet their individual needs extremely well. Highly effective settling-in procedures alongside warm, consistent care helps to build security and strong attachments.
- Children's independence is fostered well. Children in the bumblebee room show this when they hang their coats up after accessing the outdoor environment. Pre-school children take pride in completing tasks, such as serving their own meals and drinks.
- The provider and managers have a clear vision for the future development of the nursery. They seek the views of parents, staff and children in a variety of ways, including through questionnaires. Written comments from parents provided for the inspection include, 'All of the staff at Ladybird are always so smiley and welcoming, and obviously genuinely care about the children.'

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection and know how to keep children safe and well. They access regular training to keep their skills up to date. Recent updates include recognising and responding to children who may be exposed to extreme views or behaviours. Staff recognise possible signs and symptoms of abuse to children and know who to contact to share any concerns they may have. Clear procedures are in place to manage any allegations that may be made against a member of staff. Ongoing risk assessments ensure the environment indoors and outdoors is safe and secure.

## What does the setting need to do to improve?

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

- strengthen staff's understanding of the developmental stages children go through to develop literacy skills to plan more effectively for their learning
- enhance monitoring to quickly identify and address minor weaknesses in teaching to improve the overall quality to an even higher level.

## Setting details

<b>Unique reference number</b>	EY475759
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10064909
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Ladybird's Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP521335
<b>Telephone number</b>	01912856006
<b>Date of previous inspection</b>	4 February 2016

## Information about this early years setting

Ladybird Childrens Nursery registered in 2014. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one at level 6. The nursery opens Monday to Friday, all year round, except for the period between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicola Jones

## Inspection activities

- The inspector took part in a learning walk with the manager and deputy manager of the nursery.
- 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 during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of emails provided.

We carried out this inspection 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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