

# Inspection of Ladyewell Nursery

Fernyhalgh Lane, Fulwood, Preston, Lancashire PR2 5ST

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Inspection date: 22 October 2019

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

Children are happy and feel safe as staff offer a welcoming and nurturing environment for them to explore. Family photographs displayed around the nursery help children to develop a sense of belonging. Children's behaviour is exemplary. They handle resources carefully as they play together harmoniously.

Staff consistently engage children in conversation to support communication and language development. They chat to babies as they gaze at bubbles in wonder. Younger children talk about the worm soup and potions they make in the mud kitchen. Older children talk to staff about their recent visits to the hairdressers, as they explore real-life objects, such as hairdryers, brushes and rollers.

Children develop a love of reading as staff share a variety stories and rhymes with them. Additionally, they choose from a wide range of books that engage and inspire them. Staff help younger children to handle books with care and talk to older children about the characters in stories.

Staff encourage independence as they allow time for children to put on and try to fasten their own coats. They support children with their personal hygiene. This helps to ensure that children have the self-help skills needed in preparation for school. Staff teach children about letters and sounds.

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

- Children are very confident and display positive attitudes to teaching and learning. They demonstrate a good understanding of daily routines. Highly effective systems are in place to ensure that children move from independent play to group learning quickly. This helps to ensure that disruption to learning is minimal and children maintain their focus.
- Staff provide an exciting range of age-appropriate activities that motivate children to learn. For example, babies explore materials with different textures, such as vinyl records and sand. Older children engage in shape hunts and experiment by mixing paint to create new colours. Overall, staff are attentive to children's learning needs. However, staff do not consistently recognise opportunities to challenge older children and extend their learning fully.
- Children have a good understanding of healthy lifestyles as staff talk to them about food choices and explain why exercise is important. Children develop their physical skills as they run, ride bicycles and play with balls outside. Younger children encounter different surfaces to practise walking on, including grass, stones and mud.
- Staff are exceptional role models and promote good manners extremely well. They have high expectations for children's behaviour and consistently praise

them for their efforts. They intervene swiftly and calmly to support children's individual needs so that they feel reassured. As a result, children have a good understanding of right and wrong.

- Funding is used effectively to support children's development. Staff swiftly recognise and know how to support children who have additional learning needs. This means all children make good progress.
- There is a strong focus on teaching mathematics throughout the nursery. This is an area that the manager has identified for development. Staff incorporate counting into daily activities and provide resources such as birthday cards with numbers on for children to play with. As a result children's learning of mathematics is improving.
- Effective supervision systems are in place, which help to enhance teaching. Staff attend regular training and say they feel supported by managers. The manager takes the experience and skills of staff into account when making changes so that children receive the best care possible in each room of the nursery.
- Staff have good relationships with parents and use a range of strategies to engage them in their children's learning. For instance, parents are invited to support their children at themed stay-and-play sessions and family picnics. Parents say that they feel 'valued', and 'listened to', and that they would recommend the nursery to others.
- The nursery is very family focused and this helps to give children a secure foundation for learning. However, staff do not provide enough opportunities for children to learn about families and cultures beyond their own community.

## Safeguarding

The arrangements for safeguarding are effective.

The provider conducts vetting checks to ensure that all adults who work with children are suitable for their role. Staff undertake regular safeguarding training and can recognise signs that would give them cause for concern about a child's welfare. They understand the procedures to follow to refer any concerns to ensure that children are kept safe from harm. Staff encourage children to think about their own and each other's safety when playing outside. Older children talk confidently about why they wear helmets to stay safe when riding bicycles.

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

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

- enhance teaching skills to help staff make the most of opportunities to extend and challenge learning through play, so that all children make the progress they are capable of
- support staff to provide a wider range of opportunities for children to learn about families and cultures beyond their own immediate communities.

## Setting details

<b>Unique reference number</b>	EY300756
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109716
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Coach House (Blackburn) Ltd
<b>Registered person unique reference number</b>	RP910457
<b>Telephone number</b>	01772 862462
<b>Date of previous inspection</b>	8 April 2015

## Information about this early years setting

Ladyewell Nursery was registered in 2005. It is one of two nurseries owned and managed by Coach House (Blackburn) Ltd. The headteacher holds an appropriate qualification at level 8. She has qualified teacher status, national professional qualification for headship and early years professional status. She leads eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and five at level 3. The nursery opens from Monday to Friday, 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Thorpe

## Inspection activities

- The manager carried out a joint observation with the inspector.
- The inspector completed a learning walk with the manager and assessed the impact of teaching on children's learning.
- Parents talked to the inspector about their views of the nursery.
- The inspector looked at a sample of documentation, including children's learning records and staff suitability checks.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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