

Inspection of Ladybirds Private Day Nursery And Pre-School

St Oswalds Centre, Church Side, Methley, Leeds LS26 9BJ

Inspection date: 7 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff create a welcoming and inclusive setting where children thrive. There are a broad range of activities on offer and resources are attractively displayed to ignite children's curiosity. Children are inquisitive and excitedly explore real objects. For example, even very young children learn how to handle china crockery safely as staff host a grand traditional tea party. Older children explore paint and find out what happens when colours mix. They listen to stories with interest and engage in lively discussions about feelings and emotions. Staff teach mathematics particularly well. For instance, they take opportunities that arise to support children to count and calculate as they play. Children learn about the properties of shape through planned activities. They competently identify shapes and are able to talk about the differences between a pentagon and a hexagon.

Staff know children well and develop strong, trusting relationships with them. They work particularly well with specialist professionals to provide excellent levels of support for children with special educational needs and/or disabilities. Children are confident, happy and safe. They listen to staff and respond positively to their instructions and requests. Staff constantly praise children to successfully boost their self-confidence and esteem.

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

- There is a strong emphasis on promoting children's communication and language skills. Staff speak clearly and model good conversational skills. They use strategies such as animated facial expressions, gesturing and sign language to support children well. Children are strong communicators.
- Staff carefully observe children to check what they already know and can do. They use this information well to plan challenging activities. Children are keen to have a go and try new things. For example, staff help children to bath the dolls and explain how to put a nappy on, before inviting them to try.
- Children make good progress in their learning and develop many key skills in preparation for future learning and school. Children are very independent. They serve themselves at mealtimes and help to tidy away afterwards.
- Children have many opportunities to play and learn outdoors. They are active and demonstrate good physical skills as they negotiate obstacle courses and practise their ball skills. Children follow good hygiene routines and enjoy nutritious freshly prepared meals and snacks.
- The dedicated manager and her team are committed to continuing to provide high standards of care and education for all children. They meet regularly as a team to reflect on practice and identify areas that can be improved. Parents' and children's views are actively sought, evaluated and acted on to drive continuous improvement.

- Children are resourceful and excitedly pretend to make buns as they carefully mix herbs into dough. They act out stories using props and join in with songs and rhymes. This supports their developing literacy skills.
- Staff have good opportunities to develop professionally. For example, they attend training events and engage in webinars. The senior management team often observes staff as they interact with children and provides critical feedback to strengthen their practice and teaching skills further.
- Partnerships with parents are strong. Staff keep them well informed of children's progress through daily discussions, development journals and parents' evenings. They provide parents with useful information and resources to support learning at home.
- Staff have some effective methods in place to share information with schools and other providers when children move between settings. However, they do not exchange detailed information about children's ongoing learning with other settings, where shared care is provided.
- Staff have not fully considered the way in which the daily routine is structured. Consequently, there are a few occasions when children are disrupted from their good learning.
- Children behave very well. Staff involve older children in the setting of rules and sensitively remind them of what they expect. They are positive role models and help children to play amicably together.

Safeguarding

The arrangements for safeguarding are effective.

Stringent recruitment and induction processes are implemented to ensure that staff are suitably checked and vetted. The manager and staff have a good understanding of child protection procedures. They are alert to the possible indicators of abuse and know how to record and report any concerns they may have. Staff are well trained in wider safeguarding matters and understand the importance of monitoring children's attendance. They carry out daily checks to ensure that all areas of the premises are 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 partnerships with other settings that children attend to promote a more consistent approach in supporting their learning
- help staff to review the daily routines to minimise disruptions to children's good learning and play.

Setting details

Unique reference number	EY551192
Local authority	Leeds
Inspection number	10133829
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 to 5
Total number of places	60
Number of children on roll	85
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01977 554443
Date of previous inspection	Not applicable

Information about this early years setting

Ladybirds Private Day Nursery And Pre-School registered in 2017. The setting employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including two with level 6. The setting opens Monday to Friday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector had a tour of the setting. She talked to the manager about how the curriculum and early years provision are organised.
- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the manager.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and plans for improvement. She looked at evidence of staff suitability and a sample of relevant documentation.
- The inspector talked to parents, children and staff and considered their views.

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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