

# Inspection of Ladybird Nursery

FERN ROAD, FARNCOMBE, GODALMING, Surrey GU7 3ER

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Inspection date: 18 November 2021

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

The provider is not meeting all of the requirements of registration. Nonetheless, Children develop strong relationships with the staff and settle quickly. Babies are secure in the staff's care. They happily explore the environment around them. Babies crawl to reach different resources that staff position around the room and pull themselves up on the low-level furniture. Their physical and social skills develop well. Babies sit on the floor with staff, who encourage them to explore objects with their hands, eyes and ears. Babies are inquisitive and love to play alongside each other, join in music sessions and gleefully try to catch the bubbles blown.

Young children enjoy reading books with staff, who extend children's language skills and encourage them to share similar experiences. Young children enjoy using construction blocks and tools to create with. They are keen to share with staff what they are making. Staff use these interactions well to support children's speech and language development and problem-solving skills.

Older children demonstrate high levels of confidence and independence. They confidently negotiate around obstacles in the outside area. Children problem-solve when they attempt to complete puzzles on an uneven mat and when trying to keep the buildings they make upright. They know what is expected of them and behave well. Children take turns and share with each other, and staff support younger children with this as well. For example, during a board game, older children explain to younger children about taking turns, and staff reinforce this.

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

- The provider, who is one of the managers, demonstrates a secure understanding of the requirements. She shares how, during the COVID-19 pandemic, she has lost staff and replaced them. However, she has been unable to employ sufficient qualified staff. This has led to a breach of the staff qualification ratios. Staff work well together, supervise the children well and have a secure understanding of their individual needs. They comment on the induction they are undertaking, their commitment to start and complete relevant qualifications and the support they receive.
- Secure recruitment and induction processes are in place. Staff do not leave visitors or unvetted staff unsupervised with children. They share how supportive management and room leaders are, and how well they work as a team. Staff complete risk assessments and supervise children closely. They work together to maintain appropriate adult-to-child ratios throughout the day.
- The manager and staff develop good relationships with parents. They communicate regularly with them through daily chats, telephone calls and an

online recording system. Parents talk very highly of the nursery. For example, they state they feel that staff are friendly and easy to approach. They feel their children are making good progress and are happy with the nursery staff.

- Staff encourage children to choose their own play and then use these activities to build on their skills and to target identified areas of learning. Staff reinforce children's awareness of healthy lifestyles. Children practise good hygiene routines and enjoy the varied freshly made meals available. They are aware of the need to cover their mouth when they cough, so they do not 'spread germs', and they are aware of the importance of cleaning their teeth before going to bed.
- Staff demonstrate a good understanding of how to meet children's needs. They use their knowledge to build on children's learning as they play. On occasion, staff try to keep younger children at activities they are not engaging in or feel comfortable with, such as music sessions, rather than letting them follow their own interests.
- Staff discuss with each other how to best implement the support children with identified and emerging needs require. This helps to promote a shared approach to helping children to make the best possible progress.
- Children engage in their play. Older children confidently make decisions about what they want to do. For example, children play imaginative games with their friends. Some pretend to be sharks, and others know that if they are on the wooden bridge, they are 'out of the water' and safe.
- Staff provide opportunities for children to develop their social skills. Children form positive relationships with each other and staff. Staff support them to develop good communication and language skills. For example, they talk to children about their play and extend on what they know. Staff have high expectations of children. They help children to manage their feelings and know what is expected of them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management and staff are aware of their safeguarding responsibilities and the need to record any concerns, incidents or accidents. Those with designated safeguarding lead roles keep their training up to date. Staff attend relevant training to keep their knowledge up to date. Ongoing supervision procedures and suitability discussions help to ensure that all staff are suitable to work with children. Staff are aware of child protection issues that might affect children in their care. They understand the possible signs that may indicate that a child is at risk of harm. Staff know the actions to take to report any concerns. They understand the procedures to follow if an allegation is made against a member of management or staff.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that the required staff qualification ratios are maintained.	31/12/2021

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

- strengthen the already good teaching skills further and build on staff's confidence to let children leave adult-led activities and follow their own play.

## Setting details

<b>Unique reference number</b>	120088
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10206076
<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 at time of inspection</b>	0 to 6
<b>Total number of places</b>	47
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Gary Twocock and Pamela Twocock Partnership
<b>Registered person unique reference number</b>	RP524746
<b>Telephone number</b>	01483 426717
<b>Date of previous inspection</b>	7 August 2017

## Information about this early years setting

Ladybird Nursery registered in 2000 and is situated in the village of Farncombe, Surrey. The nursery employs 14 members of childcare staff and a cook. Of these, six hold appropriate early years qualifications between level 3 and a foundation degree. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery also offers after-school care. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Nicholson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a music-and-movement activity with the deputy manager.

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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