

# Inspection of Ladybird Children's Nursery

Sanderson Street, Newcastle Upon Tyne NE4 7NQ

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Inspection date: 15 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children confidently enter the nursery. Their emotional security is promoted well with the help of the caring staff. Children develop close attachments to staff. They feel happy and safe and enjoy taking part in a range of interesting activities. They learn to be independent from an early age as they make their own choices about what they want to play with. For example, babies crawl towards the toys and pull themselves up to standing while they explore the resources. Children over 18 months old enjoy playing in cardboard boxes. They have great fun when they sit and hide inside. Pre-school children take appropriate risks and challenges as they play. They climb up the slide and jump onto a large soft cushion, closely supervised by staff. Children learn to serve their own meals, pour drinks and cut up foods for snack time.

The manager and staff have high expectations for children's behaviour. Children show that they understand the ground rules. They receive plenty of prompt reminders from staff on how to behave and the reasons why. They learn to cooperate in their play. For example three-year-old children build a train track together. Staff talk to children about remembering to work together. There is a strong focus on children learning to manage their own feelings and the impact this may have on others. They respond positively to staff.

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

- The manager has an excellent understanding of the curriculum. This is reflected in what staff teach the children. The curriculum is planned well to meet the needs of individual children, including those with special educational needs and/or disabilities. The manager has a clear view of how children's learning develops over time as they progress through the nursery. The staff and the manager assess children's progress so that they can identify any delays or gaps in children's development as soon as possible.
- The manager ensures that additional funding, such as early years pupil premium, is used effectively to promote the well-being and learning of individual children. For example, games have been bought to promote children's understanding of when they must wait for a turn.
- There is a strong focus on communication and language in the nursery. Staff expertly extend children's vocabulary. For example, they introduce new words into children's play, such as 'crunchy', when children explore the different textures of craft materials. Staff use sign language with children who have a limited vocabulary or speak English as an additional language. Each member of staff has a necklace of visual aid cards with pictures on. They use these to help non-verbal children to understand what they are talking about.
- Parents are very complimentary about the staff. They fully appreciate the efforts

of staff to support their children and family. Staff share regular information with parents about their children's progress. They use an online system where parents can see what their children have done at the nursery. Parents can also add their own comments. This helps staff to understand children's interests and development at home and to plan activities to continue children's learning in the nursery.

- Overall, hygiene practices in the nursery ensure that the needs of children are met. However, some practices in the baby room are not as effective as they could be. For example, babies' dummies sometimes come into contact with the floor before going back in their mouth. Some plastic storage containers that children access are not clean. This means that children are easily exposed to germs.
- The manager has a clear and ambitious vision for the nursery. She continually reflects on practices to make sure that they are effective. For example, she reviews whether the set up of a room is effective for children to use. She makes adjustments so that resources are accessed and used better.
- The manager monitors staff well. She has a clear understanding of their strengths and areas for development. She reflects on staff's practice through supervision, where their practice is discussed. Any areas for improvement can then be addressed. The manager is a good role model. She works alongside staff so that they have first-hand experience of good-quality interactions with children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager reinforces safeguarding in all that they do to support children's safety and welfare. Staff know and understand the possible signs that a child may be at risk. They identify the correct procedures to take if they have any concerns. This includes if they were to have a concern about a colleague's behaviour towards a child. They are aware of other safeguarding aspects, such as the 'Prevent' duty. The manager maximises opportunities to discuss safeguarding with staff to ensure that their knowledge is up to date. The manager and staff put in place effective procedures to make sure that children are cared for in a safe and secure environment.

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

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

- review hygiene practice in the baby room to ensure that everything that a young child comes into contact with is clean and hygienic for them.

## Setting details

<b>Unique reference number</b>	EY290526
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10225752
<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 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Ladybird's Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP521335
<b>Telephone number</b>	0191 226 0999
<b>Date of previous inspection</b>	20 April 2017

## Information about this early years setting

Ladybird Children's Nursery registered in 2004. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks of the 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

Lynne Pope

## 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.
- The manager and the inspector had a learning walk together, and the inspector spoke to staff and children during the inspection.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together and discussed the quality of practice that they both observed.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of 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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