

Inspection of Ladybird Private Day Nursery, Folly Brook House

Folly Brook Day Nursery, 99 Parrin Lane, Eccles, MANCHESTER M30 8AY

Inspection date: 13 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and confident in the nursery and benefit from positive relationships with staff. The COVID-19 pandemic means that some children had limited social experiences, as a result, staff have focused closely on their relationships with children, so that children feel safe and secure in their care. All children make good progress in their learning and development. Staff spend time getting to know children and teach them the knowledge they need to learn next.

Children behave well. Staff have high expectations of children and provide clear boundaries. For example, staff know when particular behaviours might occur and distract children based on what they know interests them. Children share with their friends and work together taking turns. For instance, children wait patiently for their turn to blow bubbles, which they are excited to do. Children receive a consistent approach between home and nursery, as staff gather information about children's experiences at home and use this to extend their learning in nursery. Children with special educational needs and/or disabilities make good progress in their learning and development. Staff work closely with other professionals to ensure they are catering for the individual requirements of each child.

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

- Leaders and managers have a good understanding of the strengths and weaknesses of the setting. They use this information well to improve the quality of the nursery. For example, leaders introduced 'making memories' sheets, which gather information about what children do at home, so that these experiences can be shared and developed with their key person.
- Leaders regularly evaluate staff practice and identify training to improve their knowledge and skills. For instance, staff recently completed training to improve their interactions with children. Consequently, they spend more quality time getting to know children's likes, dislikes and developmental levels. This helps them to understand children's individual needs and interests more clearly.
- Staff think carefully about children's next stages of learning and how they can support their development. This enables children to develop new skills. However, there are occasions when staff do not extend children's understanding by giving full explanations to children about how things work in particular ways and why. Therefore, opportunities for children to extend their thinking skills are not fully maximised.
- Children demonstrate good physical skills. They are able to competently turn pages in books and have mastered the skills of jumping up and down. Children strengthen their small finger muscles as they draw, with increasing detail, pictures that represent their own ideas. Staff use images of real flowers and talk about bees and pollen to support children in enhancing the details in their

pictures.

- Children are learning about mathematics in a number of adult-led activities, such as counting ladybirds on the wall when they walk up the stairs. However, there are too few opportunities for children to consolidate their learning and mathematical skills independently, through their freely-chosen and child-led play.
- Children demonstrate growing levels of independence because staff create opportunities that encourage them to do things for themselves. For example, children select their own fruit and pour their own drinks. This helps children acquire some of the skills they need for their next stage of learning.
- The strong key-person system means staff understand the uniqueness of the children they care for. Children develop a good sense of belonging as staff create family trees and talk with children about who is in their family. Staff listen attentively and tune into children's body language and facial expressions which supports children to develop their self-esteem and a positive attitude to learning.
- Staff use lots of new words when engaging in play. For example, staff talk with children about them 'scooping' the materials they are playing with and 'rubbing' the instruments, which develops the range of vocabulary that children use.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms of abuse and know what to do if they are concerned about a child. This helps to reduce potential risks posed to children. Staff attend safeguarding training which helps to keep their knowledge up to date. For example, they undertake 'Prevent' duty training, which enhances their understanding of radicalisation. Robust recruitment arrangements ensure that all staff are suitable to work with children.

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 skills in promoting children's thinking skills to an even higher level
- enhance the curriculum for children to engage in child-led mathematics experiences, so that they can consolidate new learning.

Setting details

Unique reference number	EY481143
Local authority	Salford
Inspection number	10236462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	81
Number of children on roll	80
Name of registered person	Folly Brook Private Day Nursery Limited
Registered person unique reference number	RP533936
Telephone number	0161 707 1234
Date of previous inspection	12 September 2016

Information about this early years setting

Ladybird Private Day Nursery, Folly Brook House registered in 2014. It is managed by private individuals who run another nursery nearby. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three hold level 4, nine hold level 3, three hold level 2 and there are three unqualified, one of whom is working towards a level 2 and one of whom is working towards a degree. The nursery opens from 7.30am until 6pm Monday to Friday, all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Ryan

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 nursery and has taken that into account in her evaluation of the nursery.
- The manager and deputy manager conducted a learning walk around the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of teaching and evaluated the impact on children's learning. She carried out a joint observation with the deputy manager.
- Discussions were held with children and staff at appropriate times throughout the inspection. The inspector took account of the written views of parents.
- Documentation relating to the suitability of staff was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.
- The inspector held meetings with the deputy manager, manager and the business support 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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