

Inspection of Ladybirds Nursery

Karingal, Bracklesham Lane, Bracklesham Bay, Chichester, West Sussex PO20 8JA

Inspection date: 27 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are wonderfully content and happy in the safe, welcoming nursery. They form strong bonds with the warm and caring staff, who greet them with hugs and smiles. Children quickly settle to play with the broad range of stimulating activities and resources. For instance, older children are soon building models with construction toys, while babies enjoy cuddles and stories.

Children respond well to the staff's high expectations for their behaviour. They are sensitively supported by staff to cope with any overwhelming feelings and emotions. Children use strategies, such as a sand timer, to share resources between them and their friends with minimal support from staff. This supports them to understand and negotiate the needs of others in positive ways.

Children demonstrate motivation and lots of imagination. They explore and investigate their environment and share the joy of their discoveries with staff. For instance, a feather found on a beach walk becomes a 'magical feather' and a departing ferry becomes the 'Titanic'. Babies love repeating and practising new skills, such as jumping, walking and talking.

Children who are in receipt of additional funding are supported well and additional resources are used effectively. This helps to improve and build on their abilities, skills and knowledge. All children are provided with a strong platform on which to springboard their future learning, such as when they go to school.

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

- The manager is a highly passionate and dedicated practitioner who leads a strong team of like-minded staff. The nursery prides itself on providing a 'family-centred' approach to ensuring children have the best possible experiences in life. There are lots of opportunities for staff to develop their professional skills and knowledge. This has a positive impact on the learning and well-being of the children.
- Staff know their children well. Children make good progress, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. However, some staff are not consistently clear about how to modify and adapt the curriculum to work with children's emerging interests and skills. They do not always have the robust knowledge and understanding to enable them to build sequentially on children's learning.
- Children across the nursery enjoy stories, songs and rhymes. Staff develop children's communication and language skills in meaningful ways. For instance, toddlers are captivated by cutting up and tasting new foods after reading a story about 'The Hungry Caterpillar'. Older children experience the sounds and

sensations of the coast as they sit on the beach and listen to stories of the seaside. This develops children's understanding of new words and contexts.

- Children have space and opportunities to develop their physical skills. Babies improve their strength and balance as they crawl and pull themselves to stand up. Toddlers develop their coordination and movement when they dig in the sand and negotiate obstacles when they push dolls' prams. Older children begin to challenge and improve their skills when they climb to the top of the climbing frame. They think about moving their bodies in new ways, such as when they practise Yoga poses.
- Staff adapt routines well to help young children feel secure and happy. For instance, they quickly recognise when babies need sleep or are hungry. This prevents children from becoming overwhelmed or distressed. However, some routines for older children are not so well planned. For instance, staff are not deployed effectively to make the most of opportunities to promote children's independence and listening and attention skills, such as during mealtimes and group activities.
- Staff recognise the impact of the COVID-19 pandemic on children's personal, social and emotional skills. They have focused on supporting children to develop their confidence and social skills when they are with others. This includes helping children understand how to share and take turns to sustain enjoyable games with friends. For instance, children pretend to be builders as they share the 'tools' and talk about what they need to do next.
- Parent partnerships are very strong. Parents compliment the dedication of staff and appreciate the information they share with them about their children's learning. They comment on the 'personal' support they and their children receive. For example, parents comment that the activities and communication staff have provided during the pandemic are particularly praiseworthy.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility for keeping children safe from harm and neglect. They access regular training to support their understanding of safeguarding and child protection. Staff confidently describe what they would do if they had any concerns about children's welfare. They also know the procedures to follow should they have concerns about a colleague's practice. There are robust recruitment procedures in place to ensure staff's suitability to work with children. Staff share timely records and information with other professionals when required. They have a good knowledge of wider safeguarding issues, such as keeping children safe when they are on the internet.

What does the setting need to do to improve?

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

- support staff to fully understand and embed a curriculum that builds on children's skills and interests in a sequential way, to extend learning
- review deployment of staff at routine times to help promote children's developing independence, listening and attention skills more effectively.

Setting details

Unique reference number	EY281331
Local authority	West Sussex
Inspection number	10108569
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	36
Number of children on roll	79
Name of registered person	Blunden, Suzanne Elizabeth
Registered person unique reference number	RP512048
Telephone number	01243 671915
Date of previous inspection	22 May 2014

Information about this early years setting

Ladybirds Nursery opened in 2004 and is in Bracklesham Bay, near Chichester, West Sussex. It operates from 7.45am to 5.45pm, Monday to Friday, all year. The nursery provides free education for children aged two, three and four years. There are 17 staff working at the nursery, of whom 14 hold appropriate childcare qualifications from level 2 to level 6. The manager holds a level 3 qualification.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children, staff and parents spoke with the inspector during the inspection and their views were taken into account by the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke with the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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