

Inspection of Ladybird Nursery

277 Goldhawk Road, LONDON W12 8EU

Inspection date: 11 April 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Staff care about the children and work hard to build good relationships with them. Children approach them if they need comfort or reassurance throughout the day.

Leaders do not ensure that staff use effective strategies to support children to manage their behaviour. Although most children behave well, there are occasions when children do not display expected behaviours. For example, they snatch toys or hurt their peers. This means that, at times, children do not feel safe and secure.

Staff do not always teach children that they have control over their body. For example, if a child hurts another child, they are encouraged to cuddle them without asking if they would like a cuddle first. This does not teach children the importance of obtaining consent before touching others.

The programme of learning is ineffective. Babies are supported well in developing their language and physical skills as they play. However, staff do not plan activities for toddlers and pre-school children to ensure their learning is supported or builds on what children have learned before. Quiet children sometimes receive little attention and are too often unnoticed by staff. Therefore, children are not well prepared for the next stage of their learning, such as starting school.

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

- Leaders have not put an effective programme of learning for communication and language in place. In the baby room, staff support children to develop their communication and language skills. They comment on what the babies are doing as they play throughout the day. This helps babies to build their vocabulary. However, in the pre-school and toddler room, there are occasions where children are left to play without staff supporting them to develop their communication and language. This means that some children are not fully supported to make good progress in their language development.
- The programme of learning for physical development is poor. Children have some opportunities to develop their physical skills. For example, they climb up and down slides, balance along beams and mix food in the mud kitchen. However, staff do not carefully consider how they can support children in their physical development based on their individual abilities. This means that children do not make continuous progress in their physical development throughout their time at the nursery.
- Staff in the baby room understand the progress that children have made and what babies need to work towards next. They then plan how to support children in meeting these next steps through play. However, leaders do not ensure that children in the baby room have a named key person. This is a breach of the

requirements of the early years foundation stage. Some staff in the pre-school room understand what key children know and need to know next. However, they do not plan learning opportunities to support them to achieve these next steps. This means that the progress that children make overall is not good enough.

- Leaders provide some training to support the professional development of staff. They also carry out informal individual supervision meetings and observations with staff. However, leaders do not use these meetings well enough to address weaker practice. This means that staff are not able to successfully fulfil the requirements of their role.
- Leaders liaise with external professionals to support children with special educational needs and/or disabilities. However, they do not ensure that staff consistently implement the recommended strategies. This means that children do not always receive the support they need.
- Children speak a rich variety of languages. However, staff do not use children's home languages in play to help support their communication in both the home and English language. This impacts on some children's progress in their language development.
- Partnership with parents is strong. Parents speak highly about the warmth of the staff. They value the daily verbal feedback about their child's day. They find the photos and information of what their children are doing during the day useful.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a good enough understanding of the processes they need to follow if they have concerns about the conduct of a member of staff towards children. Staff have not had recent training in safeguarding issues, such as how to identify if a child is at risk of radicalisation. This means that they do not have the necessary knowledge to keep children safe. Staff do not always follow safe sleep guidelines. On occasion, children are put to sleep with cuddly toys in their cots. This could put them at risk of harm. Leaders follow suitable recruitment processes and take up the necessary checks on staff before they commence employment at the nursery.

What does the setting need to do to improve?

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

	Due date
ensure babies are placed down to sleep safely in line with the latest government safety guidance	22/04/2022

train staff to understand and implement the safeguarding policy and procedures	13/05/2022
ensure that every child has a named key person	22/04/2022
identify inconsistencies in teaching and provide targeted support to improve this	13/05/2022
ensure that staff know what their key children's next steps are and plan opportunities to support them to achieve these next steps	13/05/2022
put systems in place to manage children's behaviour in a consistent and appropriate way	13/05/2022
put effective strategies in place to support children with special educational needs and/or disabilities and ensure that staff use these consistently	13/05/2022
improve support for children who speak English as an additional language, to raise their achievements to a higher level.	13/05/2022

Setting details

Unique reference number	2613057
Local authority	Hammersmith & Fulham
Inspection number	10232429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	58
Name of registered person	Tots-R-Us Limited
Registered person unique reference number	2613055
Telephone number	0208 741 3399
Date of previous inspection	Not applicable

Information about this early years setting

Ladybird nursery re-registered in 2020. It operates from premises in Shepherds Bush, in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 8am to 6pm, all year round, except for bank holidays. The nursery employs 11 staff. Eight of the staff hold recognised childcare qualifications, ranging from level 2 to level 4.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing at the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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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