

Inspection of Ladybug Preschool

38 The Market Square, London, Middlesex N9 0TZ

Inspection date: 24 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children arrive happily at this warm and welcoming setting. They quickly say goodbye to their parents, and are eager to find their friends and staff. Children know the routine well and learn to be independent. For example, they wash their hands before they start to play. Children demonstrate that they feel safe and secure. For instance, they excitedly show staff and friends the pictures of butterflies which they have created as part of the nursery theme.

Staff regularly praise children for their efforts and achievements. This helps them to feel valued, and they are willing to have a go at new experiences. Children show confidence as they explore the range of activities and resources available. Staff follow children's lead and encourage them to share their own ideas. For example, children learn to do simple sums as they follow the instructions. They work out how many cups of flour they need to make the dough by counting aloud.

Children, including those who speak English as an additional language, enjoy regular and interactive story times. They become engrossed and listen very well. Staff read with expression and interest, which children relish and join in with. When staff pause while reading a familiar story, children comfortably fill in the missing words and phrases to complete the sentences. For example, children cheerfully say 'chinny-chin-chin', to join in with the story of The Three Little Pigs. This supports children's early language and communication development.

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

- Managers develop an ambitious curriculum for children. Staff know what children can do and what they need to learn next. They plan activities which build on children's knowledge. Staff sequence the curriculum well for the different ages of children, and their individual needs are met effectively. Consequently, children show positive attitudes to their learning and make steady progress.
- Leaders provide opportunities for children to learn about their local community. Children enjoy regular trips to local areas, such as the library and market. They are familiar with people in the community and wave with smiles to those who greet them from a distance. Additionally, children explore a wide range of cultural festivals. This helps children to learn about diversity and the wider world beyond their own, and be prepared for life in modern Britain.
- Staff are excellent role models and set clear boundaries. Children play cooperatively together, for example, helping each other dress up as a doctor. They take turns using resources and offer them to peers when they finish using them. For example, children kindly say to their peers, 'It's your turn now'.
- Overall, staff place a strong focus on children's communication and language. They repeat words back to younger children and narrate as they play. Staff

carefully introduce new vocabulary as children learn about measurement. Older children hear new words and use them in their play. Children are supported well in developing their communication and language skills. However, occasionally, staff ask children questions but do not always give enough time for them to think, consider and respond.

- Children benefit from the nursery's sensitive settling-in procedures when they join the nursery. Staff work closely with parents, and gather information about children's interests and needs. This helps staff to know children's starting points in learning, and to plan activities which help children adapt to changes.
- The manager and staff identify children with a delay in their learning through their assessments. They work well with families and other professionals to ensure that children swiftly receive targeted support. Staff implement strategies to help children make progress. However, on occasion, staff do not help these children to communicate their preferences and choices in an effective way, to maximise their involvement in activities.
- Parents speak positively about the nursery and say that their children are happy in staff's care. From the children's settling-in period, they develop positive relationships. Parents are kept informed about their child's progress. For example, staff use an online application to record and share children's progress and next steps in learning.
- The provider is passionate and wants the best for the children in her care. She conducts regular supervision sessions with staff. This helps staff to share ideas and identify training needs to help enhance their practice, and develop their knowledge and skills. Staff feel well supported in their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities in protecting and safeguarding children. They are aware of the possible signs of abuse and neglect, and know who to contact should they have any concerns about a child's welfare. Staff undertake appropriate training and regularly update their knowledge on current safeguarding and child protection issues, such as radicalisation. There are appropriate arrangements in place to check the initial and ongoing suitability of staff. Children are supervised well, both inside and outside the building, and when on outings. The setting has appropriate policies and procedures in place to keep children safe.

What does the setting need to do to improve?

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

- give children plenty of time to respond to questions, and promote their thinking and language skills further

- support staff to ensure that every child, including non-verbal children and those who are quieter, can communicate what they want.

Setting details

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| Unique reference number | 2536626 |
| Local authority | Enfield |
| Inspection number | 10215225 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 27 |
| Number of children on roll | 35 |
| Name of registered person | Ladybug Preschool Ltd |
| Registered person unique reference number | 2536625 |
| Telephone number | 07513576602 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Ladybug Preschool opened in 2019 and is situated in Edmonton, within the London Borough of Enfield. It operates during term time, from 9am to 3.10pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. There are six members of staff. Of these, one holds a qualification at level 2 and three hold qualifications at level 3.

Information about this inspection

Inspector

Yuko Utsumi

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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