

Inspection of Ladybird Nursery Thornsett

1 Thornsett Road, London SE20 7XB

Inspection date:

23 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily and receive a warm welcome from staff. They show that they feel safe and secure. There are positive and trusting relationships between children and their key person. Children receive cuddles and reassurance, helping them to settle quickly. Some children develop important skills for the future, such as being able to communicate their wants and needs. They enjoy singing nursery songs and listening to stories, which promotes their communication skills. Children develop their independence. For example, older children take responsibility for their care needs, including toileting. However, sometimes, staff do not have high enough expectations for the children to do more for themselves, such as at mealtimes.

Children are learning to share and take turns. For instance, babies and toddlers work well together as they explore sensory bottles. Older children show consideration for others as they manipulate the play dough together. However, when children are not sufficiently challenged, they become fidgety and distract others, such as during group activities. Despite this, children have plenty of opportunities to develop their physical skills. For instance, babies and toddlers exercise their big muscles on a wooden slide. Outside, older children gain stamina and control as they push toy prams in the garden.

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

- The manager, who has been in post for a few months, expresses her commitment to raising the quality of the provision. Although she has started to evaluate what they do well and what needs to be improved, this is not rigorous enough. Nevertheless, the manager has plans to turn the front garden into a recreational space, to support staff's mental well-being.
- Staff observe and monitor children's learning regularly. However, they do not make good use of the information collected to plan an ambitious and well-sequenced curriculum, indoors and outdoors. For example, during story time, children become fidgety and distract others because they are not sufficiently challenged. As a result, children do not make the progress of which they are capable.
- Generally, staff support children's play. For example, when staff notice that children enjoy watering the plants, they help children to fill up their watering cans. There are some staff, however, who lack confidence in engaging children in play, especially the very young ones and those who are less confident. This does not motivate all children to play and learn.
- Staff find the manager and provider approachable. They are satisfied with the support they receive. The manager ensures that staff complete mandatory training, such as first aid and child protection. She acknowledges that staff's guidance and professional development are not targeted enough to raise their

teaching to a good level. Consequently, staff's interactions with children are variable.

- Staff promote children's physical health effectively. For example, they ensure that children receive nutritious and home-cooked meals. Children learn to wash their hands and have opportunities to brush their teeth after mealtimes. They develop an understanding of good hygiene practices.
- Staff are friendly and caring. They teach children good manners. For example, staff model the use of please and thank you, when interacting with the children.
- Children have access to a variety of books and see positive displays of people, which raises their knowledge of other cultures. They also learn about families and traditions beyond their own experiences. For example, they take part in celebrating various cultural and religious events, including Chinese New Year and Diwali.
- Children have some opportunities to develop their creative and mathematical skills. For example, they have fun learning about numbers and measurement while playing in the mud kitchen.
- Staff communicate with parents in various ways, such as through the online application and verbal feedback. They invite parents to meetings to discuss their children's progress. This helps to establish a consistent approach to children's learning. Parents find that staff look after and care for their children well.

Safeguarding

The arrangements for safeguarding are effective.

The manager carries out appropriate checks to help ensure staff are suitable to work with children. She offers staff regular safeguarding training to keep their knowledge up to date. Staff understand the signs that indicate a child may be at risk of harm, including from radical and extreme views. They know how to report any welfare concerns to external agencies. Staff create a welcoming, secure and safe indoor and outdoor environment. They supervise children sufficiently, to help keep them safe. Risk assessments are carried out to help minimise accidents and protect children's welfare.

What does the setting need to do to improve?

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

	Due date
make more use of observations and assessments to plan an ambitious and well-sequenced curriculum, indoors and outdoors, to help children to make consistently good progress	22/07/2022

offer all staff targeted support and professional development to raise the quality of their teaching and ensure consistently high levels of engagement with all children.	22/07/2022
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To further improve the quality of the early years provision, the provider should:

- consider further ways to extend children's independence skills, to help them manage more age-appropriate tasks for themselves
- evaluate the quality of the provision rigorously to ensure that all areas for development are identified and actions are taken swiftly.

Setting details

Unique reference number	2558043
Local authority	Bromley
Inspection number	10233471
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	1 to 4
Total number of places	35
Number of children on roll	49
Name of registered person	Ladybird Nurseries London Limited
Registered person unique reference number	RP901183
Telephone number	02034172400
Date of previous inspection	Not applicable

Information about this early years setting

Ladybird Nursery Thornsett registered in 2019 and it is located in the London Borough of Bromley. The nursery is open all year round from 8am to 6pm, Monday to Friday. There are 12 members of staff. Of these, the manager holds early years professional status and seven staff members hold childcare qualifications at level 2 and level 3. The nursery receives funding to provide early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 inspector spoke to staff and interacted with children during the inspection.
- Parents shared their views on the quality of the provision with the inspector.
- The inspector held a number of discussions with the manager and provider. She looked at a sample of documentation, including evidence of the suitability of staff and their training certificates.
- A joint evaluation of an activity was completed by the inspector and the 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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