

# Inspection of Ladybird Childcare Ltd

The Scout and Guide Hut, School Street, Hazel Grove, Stockport, Cheshire SK7 4RA

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Inspection date: 6 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and eager to attend the bright, spacious and well-organised pre-school. All children settle quickly on arrival and develop strong attachments with their key person. Staff take time to talk to parents and children so that they can share news about home life or important events, such as holidays. Children feel safe and secure and are well cared for, which supports their emotional well-being. Children relish their time outside and demonstrate good physical dexterity. They balance on the sandpit's wooden beams and navigate obstacles as they ride trikes. Staff teach children to take appropriate risks and challenges as they play, building their confidence and self-esteem.

Staff have high expectations of children, especially regarding their behaviour. Clear, gentle and consistent reminders help children learn what is expected of them. Children show an awareness of routine. Staff show them how to tell the time. Children are beginning to recognise numbers and know there is a big hand and a small hand on a traditional clock face. They help each other to tidy away resources, quickly following the instructions given by staff. Pre-school children develop their imaginative skills as they go on a dinosaur hunt and create a dinosaur narrative out loud as they stomp. Children are engaged, motivated and show positive attitudes to their learning.

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

- The owner and manager design a structured yet individualised programme of activities, to help children learn new knowledge and skills. This is built on over time, as staff identify children's next steps of learning and development. Children are supported to access a broad and balanced curriculum, which follows their interests overall, and builds on what they already know and can do. Children, including those receiving additional funding, make good progress.
- Staff show a good understanding of their role as a key person. They gather children's starting points from parents. Staff work collaboratively with parents; together, they determine next steps in learning for their children. They share ways that parents can build on their children's learning at home. Children develop an interest in books and enjoy listening to stories read by staff. In addition, they borrow books from the setting to read at home with their family.
- Children are supported to make good progress in mathematics. This is because staff use mathematical language throughout activities and conversations. For example, staff sing songs that use numbers and positional concepts. Children independently use mathematical words, such as 'long' and 'short' to compare and spontaneously count out loud as they play.
- Children display positive attitudes towards learning. Staff are very curious about what children know and can do. They invest time and effort observing children's

skills. Children benefit from the warm and nurturing interactions. However, staff do not always make the best use of group learning experiences to challenge children's thinking and extend their learning to the highest level.

- Children learn different ways to keep themselves healthy. Children show a good awareness of hygiene procedures. They immediately wash their hands when they come into the building. They have plenty of time every day to play outside in the fresh air and get lots of exercise. Children learn about the world and where food comes from. They grow their own produce outside, in the pre-school allotment. Through brushing activities, they learn how to keep their teeth healthy.
- Children happily move between the different areas, choosing what they want to play with and transporting objects freely. There is a strong emphasis on good communication. Staff effectively use songs, books and small-group work to develop children's speaking. They model good pronunciation. Staff are ambitious when supporting children who speak English as an additional language. They learn and use common words and phrases from children's home languages.
- Children behave well. They have a good understanding of what staff expect of them. For example, children help to tidy up when requested. They share and take turns as they scoop and fill their spades with sand. Children are developing good social skills and form firm friendships with their peers.
- Parents speak highly about the nursery and comment on the progress their children have made. They express their gratitude for how much staff have helped them develop as parents and the constant support they provide to families. Staff include parents in all aspects of their children's learning. Children are well supported during transition into the nursery and in their move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding procedures and how to identify and record the signs and symptoms of potential harm or abuse. They have attended a wide range of safeguarding training to strengthen their knowledge further. All staff have a detailed understanding of local safeguarding procedures and what to do if they have concerns. They have a good understanding of safeguarding issues, including child exploitation and the 'Prevent duty'. Staff ensure that the environment is safe and secure for children. They complete continuous risk assessments and deploy themselves effectively to ensure that children are supervised at all times.

## What does the setting need to do to improve?

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

- strengthen systems to ensure that the next steps in learning are consistently known by all staff and that every activity planned to support next steps is fully effective in order to challenge children's thinking and maximise their learning.

## Setting details

<b>Unique reference number</b>	EY443558
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10235696
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Ladybird Childcare Limited
<b>Registered person unique reference number</b>	RP906905
<b>Telephone number</b>	07910301022
<b>Date of previous inspection</b>	11 November 2016

## Information about this early years setting

Ladybird Childcare Ltd registered in 2012. It operates from the Scout and Guide Hut in Hazel Grove, Stockport. The pre-school opens Monday to Friday, during term time. Sessions are from 8.30am until 4.30pm. The setting employs six members of staff. Of these, one member of staff holds a recognised qualification at level 6, one holds a level 5 qualification, one level 3 qualification and three members of staff hold a recognised qualification at level 2. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the setting.
- Discussions were held with the provider, the deputy manager, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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