

Inspection of Ladybird Stonemill

12 Stonemill Terrace, Lancashire Hill, Stockport SK5 7RZ

Inspection date: 19 October 2022

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 dive happily into the outstretched arms of the welcoming staff at this nurturing setting. They peep around the door with excitement and anticipation, joyfully waving to their friends. Children develop strong bonds with staff and close friendships with their peers. Children's behaviour is supported well as staff consistently model positive behaviour. Staff encourage children to play safely, they join play and quickly intervene where needed to ensure children's safety. Children listen and respond well. This unique setting is set firmly in the heart of the community. Inside and outside areas are carefully planned to offer a stimulating and safe learning environment with a homely and calm feel. Children develop many skills, such as large-muscle skills, climbing, sliding and jumping. They have a tremendous time as they excitedly chase bubbles, catching them and giggling as they pop. Children chalk on boards, developing their hand muscles in readiness for learning to write.

The small groups and secure attachments with staff help children to be confident. The curriculum reflects children's interests and activities are planned with a clear focus on individual children's learning needs. Many of the children are developing their speech and communication. Staff skilfully use sign language alongside words to help children's developing understanding. Children who are developing their spoken language, including those with English as an additional language (EAL), recognise symbols and use signs to communicate. Their beaming smiles show how happy and proud they are when they successfully communicate. Children, including those with special educational needs and /or disabilities (SEND), and those with EAL make good progress, particularly in developing their language skills.

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

- Leaders and managers have a clear vision of what the setting will provide for children and families. They know the area and the families extremely well. Partnership work with other professionals is extremely well embedded. Staff quickly and skilfully identify when additional support is required. This early identification and swift implementation of support help children, including those with SEND, to make good progress from their starting points.
- Leaders have high aspirations for all staff. Staff training goes beyond that which is mandatory. It is carefully targeted and specific. For example, staff implement their training on assessment effectively to accurately identify children's next steps. The team are very knowledgeable and learn from each other in order to enhance their skills.
- Staff implement a curriculum that builds upon what children already know and can do. They observe and accurately assess children's progress. This enables staff to plan and provide experiences that reflect the individual next steps of

children. Furthermore, staff skilfully use children's emerging interests to successfully motivate them in their learning.

- All children attending the setting are in receipt of funded places. Staff take a holistic approach to supporting the whole family. They signpost families to a variety of support services, including food banks, behaviour management support, job centres, counselling and housing trusts. Families explain how this support helps them to look after and parent their children well. The well-being of children and their families is given high regard.
- Overall, staff recognise opportunities to extend children's learning during activities. For example, they help children explore textures using dough, flour, finger paints and sand. Staff use stories and songs to engage children in activities and language that focus on number and shape. However, occasionally, some staff offer their help to children too quickly and do not consistently encourage children to work things out for themselves, in order to challenge them further in their learning.
- Staff work hard to promote children's personal skills, developing friendships and promoting independence. For example, after lunch or after messy activity, children independently use the sink to wash their hands. Children are becoming increasingly independent in readiness for school.
- Staff develop children's language by offering new words during play. For example, they describe the dough as 'soft' and 'squashy'. They comment on the children making it 'flat'. Children hear new and descriptive words.
- Partnerships with parents are extremely strong. Parents discuss the support they receive and the difference this makes to them and their family. Staff share children's next steps and support parents to extend their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Good safeguarding practices are well embedded in the setting. Leaders and staff have a good knowledge of their roles and responsibilities in keeping children safe. They work extremely well with partner agencies, including accessing multi-disciplinary training to widen staff knowledge and experience. Recruitment and induction are robust. All staff hold a current paediatric first-aid qualification. Staff are well deployed to ensure children play safely and areas are safe and free from hazards.

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 consistently challenge children so that they remain engaged and develop their thinking and problem-solving skills further.

Setting details

Unique reference number	2596564
Local authority	Stockport
Inspection number	10251412
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	2 to 3
Total number of places	16
Number of children on roll	11
Name of registered person	Ladybird Childcare (Brinnington) Limited
Registered person unique reference number	RP901079
Telephone number	07904215402
Date of previous inspection	Not applicable

Information about this early years setting

The provision is based in the Lancashire Hill area of Stockport. It opens from 8.30am until 2.30pm on Tuesday, Wednesday and Thursday, term time only. There are six staff employed. Of these, two have a level 6 qualification and all staff have level 2 qualifications or above. The setting provides funded care for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Lynn Richards

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 manager and has taken that into account in their evaluation of the provider.
- The inspector and the managers conducted a learning walk and discussed how the provision is organised, how the curriculum is planned and delivered and what children learn from this.
- The inspector observed an activity and evaluated this with the manager.
- The inspector spoke to parents, staff, partner agencies and children at appropriate times during the inspection.
- The inspector viewed some documentation, including paediatric first aid and Disclosure and Barring Service information.

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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