

# Inspection of Emma Kerfoot's Ladybirds

Unit 8 & 9, Omega Business Village, Northallerton DL6 2NJ

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Inspection date: 20 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 develop warm, trusting relationships with staff, who are kind and caring. Staff use topics to introduce new experiences to broaden children's understanding. They tailor their learning intentions to meet the needs and interests of individual children. For example, children enjoy science experiments. They confidently guess which colour the oil will turn as they drop coloured water into their tubes. Children beam with delight if they have guessed correctly. They have daily access to the outdoor area. Children benefit from regular trips to the local wildlife area, known affectionately as 'Crocodile Creek'.

Staff have high expectations and are good role models. Children display positive behaviour. For example, toddlers sit in a row as they pass instruments and rain makers to each of their friends. They delight in the sounds which they make while waiting patiently for their turn. Older children develop firm friendships and play together harmoniously. The manager has introduced steps to help minimise the spread of COVID-19 and control the spread of infection. For example, all staff and visitors remove their shoes when entering the nursery and parents continue to drop off and pick up children from the entrance.

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

- Children have opportunities to develop their physical skills. For example, babies have many opportunities to pull themselves up as they learn to stand. Toddlers scoop rice into small cauldrons and use pincers to pick up the rubber snakes and mice. Older children use pipettes to mix colours. This helps to develop children's small muscles in their hands in preparation for future writing.
- Staff meet the individual needs of babies very well. They provide a bright, safe and clean environment for babies to explore. New babies receive lots of cuddles and attention from their key person to help them settle. Staff play background noise as they find that this helps babies to sleep soundly in their cots.
- Staff expertly weave the teaching of mathematics into their interactions with children. For example, they help younger children to count the number of pumpkins which they have made from the dough. Pre-school children fill and empty containers in the water tray. Staff ask children to compare the amount of water in different containers, deciding when both have the same amount. Staff help children to develop their understanding of volume and capacity in preparation for school.
- Staff place a great focus on children's communication and language development. Even the youngest babies sit down with staff during group circle time. They confidently take turns to pick out an item from a bag relating to a nursery rhyme. Children join in with actions and movements of the nursery rhymes, which their friends choose, as they wait for theirs to be sung.

- Overall, staff teach children about the differences between themselves and what makes them unique. Staff challenge gender stereotypes. Girls and boys are encouraged to play with all of the resources on offer, regardless of their gender. For example, boys enjoy feeding the 'babies' in the role-play area. However, staff do not consistently include important words in children's home languages into their practice. This does not help all children to value their home languages or extend their communication skills.
- The special educational needs coordinator is knowledgeable. She works confidently with external agencies and has implemented effective strategies. This supports all children to make progress in their development.
- Partnership with parents is strong. Staff regularly share information about children's care and learning with parents. Parents comment that this has increased their understanding of how they can support their children at home. This helps to provide continuity for children.
- The manager is ambitious and passionate about providing high-quality care and education. She has a clear vision of what she wants children to learn. The manager observes staff's practice and ensures that staff complete mandatory training, for example, in paediatric first aid. However, due to recent difficulties in recruitment, the programme for staff's professional development is not highly focused. This does not support staff in further developing their knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms that a child might be at risk of harm. They confidently demonstrate their understanding of the processes to follow if they have concerns about children's welfare or in the event of an allegation towards staff. Robust policies and procedures are in place to support staff to keep children safe. Staff complete risk assessments, including daily checks of the environment, to ensure that the premises are safe and secure for children to play and learn in. The manager and staff team create a safe and secure environment for children. Children demonstrate that they feel safe through the secure attachments they have formed with the staff.

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

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

- build staff's understanding of the importance of using children's home languages, to help children understand and extend their communication skills
- strengthen the programme of professional development to support staff in further developing their knowledge and skills, to enhance children's education even further.

## Setting details

<b>Unique reference number</b>	EY479033
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229685
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Kerfoot, Emma Louise
<b>Registered person unique reference number</b>	RP906380
<b>Telephone number</b>	01609773333
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

Emma Kerfoot's Ladybirds registered in 2014 and is located in Northallerton. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Crumpton

## 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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