

Inspection of Ladybird Nursery

Fern Road, Farncombe, Godalming, Surrey GU7 3ER

Inspection date: 1 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Safeguarding practice is weak at the nursery. Leaders do not understand how to respond appropriately should an allegation of harm be made against a member of staff, including sharing information with other agencies and Ofsted. Staff recruitment is poor. Suitability checks are not completed for all staff, including Disclosure and Barring Service (DBS) checks. Consequently, some unvetted staff work unsupervised with children. This does not ensure children's safety.

Nevertheless, children arrive happily at the nursery as staff welcome them into the setting. Younger and less confident children settle into new routines well. Babies benefit from warm staff interactions, such as when they enjoy bottles of milk and settle to sleep. Toddlers and older children are polite and courteous and behave well. Overall, they respond positively to staff instructions. However, when some children need extra support to understand what is expected of them, staff do not consistently tailor teaching to enable children to understand and respond to what they are being asked to do.

Toddlers and pre-school children are keen to learn and, overall, they develop an enthusiasm for trying new activities. For example, babies practise their new physical skills as they pull themselves up to stand in order to reach their favourite toys. Toddlers explore how they can roll balls along flat and raised ground. Pre-schoolers coordinate their movements to navigate scooters around paths outside. Children are making some progress in their learning and development. They develop some key skills that will help them in their move on to school. However, some children do not consistently receive rich learning opportunities. Staff do not consider what some older children, including those with special educational needs and/or disabilities (SEND), know and can do. Consequently, they do not target the children's next step precisely enough regarding what children need to learn next. This means that not all children make as much progress as possible.

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

- A period of change within the nursery has had a significant impact. The nominated person does not have sufficient oversight of the nursery. Since the last inspection, some improvements have been made. However, the lack of oversight has resulted in further breaches of the statutory requirements, which does not ensure children's safety. The provider has failed to notify Ofsted of significant events. This is a breach of the welfare requirements.
- Leaders are not fully confident in their knowledge of how to safeguard children. Since the last inspection, new staff have been employed. However, suitability checks are not understood by leaders and have not been completed. Leaders

have failed to follow procedures for checking the suitability of staff who obtained a DBS check from a previous employer. This does not ensure that those staff who work with children are suitable for their roles. Therefore, the safety of children is compromised.

- The safeguarding policies and procedures are not well understood or followed by those who take a lead role in the nursery. The provider has failed to ensure that where allegations are made against staff, those who take key roles in dealing with allegations understand and follow local safeguarding procedures, including reporting concerns to the appropriate agencies. Therefore, children's safety and welfare are not assured.
- Teaching across the nursery is not consistent enough to enable all children, including those with SEND, to make good progress. Children benefit from some opportunities to take part in activities that interest them. For instance, staff encourage babies to explore pushing buttons on musical toys, as they notice the sounds toys these make. However, at times, staff do not capture opportunities to build on what older children know and can do. At times, children, including those who need additional support, are left to play with too little interaction. Although staff supervise them, they do not use these opportunities to maximise their learning potential. Consequently, learning is incidental and does not help all children to reach their full potential.
- Staff respond with kindness to children and show they value and respect their unique needs. Children show that they feel happy in the care of staff. Babies smile warmly at staff, who offer them cuddles and reassurance. Overall, staff encourage children's good behaviour and help them to follow simple rules well.
- Staff promote children's growing independence well. For example, toddlers confidently feed themselves at mealtimes and try new foods, as staff encourage and support them. However, where some older children need additional time to understand and follow routines, staff are not always successful in helping them to understand and respond to their own feelings and the requests from staff.
- Parents speak positively about the nursery. They say that staff are very approachable and personable, and they value the range of information that staff share with them about their children. Parents say that staff take the time to get to know babies' and toddlers' likes, care needs and routines from home and mirror these at the nursery. This has helped younger and less confident children to settle happily. However, sometimes, staff who work with older children do not gain a full range of information about children's experiences at home and away from the nursery, to help inform planning for their learning. At times, this hinders staff in tailoring learning to build on children's development.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and those staff who take a lead role in safeguarding have failed to ensure that they know what to do if an allegation is made against a member of staff. This has resulted in a failure to follow the correct reporting procedures. This places children at risk of harm. Staff understand the signs and symptoms that may

indicate a child is at risk of harm or neglect. They know who to contact if they have a child protection concern and how to escalate these concerns. However, leaders have failed to follow these. Furthermore, weaknesses in leaders' understanding of safer recruitment means that suitability checks are not completed for new staff. Staff supervise children as they play. They carry out regular risk assessments and checks of the premises to ensure it is safe for children to play in.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all persons with governance and oversight understand their roles and responsibilities	17/11/2022
ensure that all staff, including those with designated safeguarding roles, have a clear knowledge of all safeguarding policies and procedures, including knowing how to deal with allegations raised against staff and understanding the role of the local authority designated officer	17/11/2022
ensure that leaders understand the correct procedures to follow should an allegation be made against a member of staff, including notifying Ofsted of the action taken, within the prescribed timescale	17/11/2022
implement robust recruitment procedures, including the required DBS checks, to ensure that staff are suitable for their roles	17/11/2022
ensure staff who have not yet been vetted are not left unsupervised with children	17/11/2022
raise awareness and understanding of when to make a referral to the DBS	17/11/2022

improve knowledge of the statutory requirements, particularly when required to make notifications to Ofsted.	17/11/2022
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To further improve the quality of the early years provision, the provider should:

- ensure strategies for supporting older children, including those with SEND, are fully embedded and that all children make consistently good progress
- strengthen the two-way communication with parents, to promote more consistency in children's learning between home and nursery.

Setting details

Unique reference number	120088
Local authority	Surrey
Inspection number	10216900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 6
Total number of places	47
Number of children on roll	51
Name of registered person	Gary Twocock and Pamela Twocock Partnership
Registered person unique reference number	RP524746
Telephone number	01483 426717
Date of previous inspection	18 November 2021

Information about this early years setting

Ladybird Nursery registered in 2000 and is situated in the village of Farncombe, Surrey. The nursery employs 11 members of childcare staff and a cook. Of these, 5 hold appropriate early years qualifications between level 3 and level 6. The nursery is open from Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tara Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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