

# Inspection of Leelas Ladybirds Ltd

Crown Buildings, John Street, Shipley BD18 3HU

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Inspection date: 20 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and settled in this welcoming and calm environment. They develop close and trusting bonds with the staff, who have a caring and friendly manner. This helps to create a good foundation for children's future development. Children behave very well. Staff are positive role models and have high expectations of the children's behaviour. Children copy staff's positive interactions. They learn to speak respectfully to each other, take turns and be kind to their friends. Staff interact warmly with children during care routines, such as nappy changes, mealtimes and while washing hands. They talk about what they are doing with the children, make eye contact and sing songs. This helps children to feel safe and secure.

Children have opportunities to learn about the world around them and to enjoy fresh air and exercise outdoors. For instance, staff take children out in the community for walks and adventures, such as experiencing rides on public transport. Children thoroughly enjoy playing outside. They develop their physical skills as they push themselves along on the bicycles, cars and scooters, showing good control. Children experiment with water, pouring it into guttering pipes. They watch curiously as it flows along, and giggle as they watch it fall into a bucket. They concentrate and keep on trying as they use different tools to fill containers in the sandpit and mud kitchen.

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

- Children are motivated and curious to learn. Toddlers like to explore with paints, using rollers and paintbrushes to mix them together. They are excited to see the colours change and they show their friends what they have created. Older children build an obstacle course so they can balance, jump, roll hoops and throw beanbags. They work together, carefully considering where to place things. However, sometimes during group activities, staff do not use effective strategies to help all children remain engaged and interested in their learning.
- Staff in the baby room provide exciting experiences for babies. For example, staff repeat words, provide a running commentary and use a variety of methods, including sign language, to communicate. Babies do very well as they learn new signs and gestures to convey their feelings, wants and needs. They benefit greatly from the caring and sensitive interactions they receive.
- Older children have opportunities to learn about different occupations, such as the police, doctors and vets. They learn about festivals, such as Easter and Diwali. However, staff do not consistently support children to develop further knowledge. This includes details about different families, cultures and celebrations that are important to children and their friends at the nursery.
- Children develop their independence and self-care skills well. Staff support

children to complete tasks, including dressing, going to the toilet, and washing and drying their hands independently. Older children show confidence when putting their coats on and taking their shoes on and off. Staff use mealtimes to teach children how to use cutlery safely. Children pick up their toys when they have fallen, understanding that this helps to maintain a safe environment.

- Overall, children's communication and language are promoted well, including children with speech delay and children with special educational needs and/or disabilities. Staff introduce new words to widen children's vocabulary. They talk to children as they play, narrating what is going on and asking questions. However, there are occasions when staff do not fully enhance children's thinking skills. For example, they do not always ask children challenging questions or give them enough time to think when responding to questions.
- The nursery cook provides children with freshly cooked meals, considering all dietary requirements or allergies children may have. This helps to ensure children have a healthy and well-balanced diet. Children sit together at mealtimes, show good social skills and feed themselves from a very young age.
- Partnership with parents is strong. Parents report that they feel confident that their children are safe and well looked after in the nursery. They value the many ways that staff communicate with them. These include daily feedback, parents' meetings and an online system of communication. These positive interactions help to provide consistency and continuity in children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff access safeguarding training to keep their knowledge current. They have a secure understanding of their responsibility to keep children safe. Staff know how to identify when a child's welfare might be at risk. They understand what action to take to report any safeguarding concerns, such as female genital mutilation and the 'Prevent' duty guidance. Staff ensure that children's dietary needs are met by closely supervising them as they eat. There are thorough procedures and checks to ensure that staff are suitable to work with children. Staff supervise children closely and provide a secure environment to ensure that children remain safe.

## 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 use effective strategies during group activities, to ensure that all children are engaged and interested in their learning
- expand children's learning about the different families, cultures and festivals that are important to them and their friends
- give children more time to think about and respond to questions, to further develop their thinking, communication and language skills.

## Setting details

<b>Unique reference number</b>	EY495091
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10229759
<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 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Leelas Ladybirds Limited
<b>Registered person unique reference number</b>	RP535004
<b>Telephone number</b>	01274597957
<b>Date of previous inspection</b>	22 February 2017

## Information about this early years setting

Leelas Ladybirds Ltd registered in 2015 and is located in Shipley, near Bradford. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Yvette Brown

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Parents shared their views on the nursery 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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