

Inspection of Ladybird Nursery Ltd

Buchanan Sports & Social Club, Buchanan Street, Ramsbottom, BURY, Lancashire
BL0 9JF

Inspection date: 21 April 2023

Overall effectiveness **Good**

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 receive a warm welcome from staff on arrival. They hang their coats on their pegs and are ready to start their day. Children are happy and confident and have developed a true sense of belonging at the nursery. Children show they have secure relationships with each other and the staff. For example, babies and younger children show that staff are important to them as they cuddle them for comfort as needed. Children form good relationships and play well together. For instance, children help their friends to find the toy they are requesting. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning at this inclusive nursery.

Staff know their key children well. They understand the next steps in each child's learning journey and how to plan to help them achieve these steps. This leads to children making good progress from their individual starting points. The atmosphere in the nursery is a calm and positive one. Staff praise children when they try their best at their chosen activities. This supports children to show good levels of engagement in activities. Children behave very well. Toddlers have daily access to soft-play area, where they are supported to take safe risks as they balance and climb on the equipment. This supports children's can-do attitude.

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

- Staff place a strong focus on supporting children to be effective communicators. They teach children new words as they play, share stories and sing songs. For instance, when making dough with children, staff introduce words such as 'sieve' and 'knead'. Staff carefully explain to children what new words mean. This helps children to hear and learn a good range of words in a meaningful way.
- The manager and her staff team have high expectations for all children. Children with SEND are supported extremely well. Staff quickly identify gaps in learning with children and seek early intervention and help from appropriate professionals. They work sensitively with parents from the start. Each child's individual learning and development targets are considered with a great deal of thought. Parents' views along with those of other professionals involved with the children are also considered.
- Staff know it is important for children to learn about differences. They help children to notice differences between themselves and others. Staff encourage children to think about who they are and what makes them unique. For example, children learn basic sign language to communicate with their friends. Children develop an understanding and respect for other people. This supports children to learn about the diverse world around them.
- Staff help children develop their small muscles. They teach children how to hold scissors for them to cut out objects. Children skilfully use the scissors and smile

with delight at their achievements. This supports children to make good progress with their physical development.

- The manager has used additional funding effectively to enhance children's learning experiences. For example, a calming sensory area has been created for children who need extra support to manage their emotions. This helps children to feel more emotionally secure.
- Staff are skilled at spontaneously following children's interests and have a clear intent for what they want children to learn. Children enjoy exploring with magnets, trying to identify objects made of metal around the nursery. Staff interact with the children very well, providing highly effective challenges and encouraging children to use their thinking skills.
- Children take part in regular adult-led group activities throughout the day. They enjoy singing songs, listening to stories and talking about new learning concepts during these times. However, they are sometimes pitched above the children's learning level. Therefore, children lose focus and disengage.
- Children learn to care for themselves. They wash their hands before eating and pour water to drink throughout the day. However, during some routines, older children are not fully involved in tasks to help develop their independence skills even further, for example during lunchtime.
- Parents report that the nursery provides exceptional support for their families. They value the help with referrals to outside agencies and are thankful for the daily communication about their children's well-being, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of safeguarding and their roles and responsibilities in keeping children safe from harm. They know the signs and symptoms that may indicate a child is at risk from harm. Staff know the safeguarding processes to follow if they have concerns. This includes if they have concerns about a member of staff. The manager has a strong knowledge of safer recruitment and the importance of ensuring the ongoing suitability of staff. Staff have a good understanding of risks and routinely risk assess the environment and resources.

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 enhance group activities to encourage all children to show high levels of involvement and extend their learning
- encourage older children to develop their independence skills during all aspects of the day, including routines, such as lunchtime.

Setting details

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| Unique reference number | EY493462 |
| Local authority | Bury |
| Inspection number | 10279946 |
| 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 | 1 to 4 |
| Total number of places | 30 |
| Number of children on roll | 42 |
| Name of registered person | Ladybird Nursery Ltd |
| Registered person unique reference number | RP534889 |
| Telephone number | 01706 82 6326 |
| Date of previous inspection | 4 August 2017 |

Information about this early years setting

Ladybird Nursery Ltd is in Ramsbottom Bury. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or higher, including one with a level 6 qualification. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Grundy

Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with parents and professionals and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff and paediatric first-aid certificates.
- The inspector spoke with the manager about the leadership and management of the setting.

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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