

# Inspection of Little Ladybirds Day Nursery

Ladybird House, Falcon Court, Preston Farm Industrial Estate, Stockton-on-Tees  
TS18 3TS

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Inspection date: 2 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The manager and staff team have developed a clear curriculum for children, which focuses on building secure foundations for their future. Children benefit from exciting activities and staff challenge them to make good progress across all areas of their learning. For example, older children concentrate as they hammer nails into their potatoes. Staff ask them how many they have and then extend this by asking, 'How many more do you need?' Young children experiment with chalks and paint as they develop early mark-making skills. Staff encourage them to draw large round circles and praise them when they copy. Children's behaviour is very good. Staff praise children and teach them how to take turns and share.

The management team has thoroughly considered the impact of the COVID-19 pandemic on children's development. Managers have developed an extra room in the nursery to support children and ensure that they have all the necessary skills before they move onto pre-school. This has had a positive impact on children's social skills, confidence and concentration. Children show they feel safe and happy here. They are greeted by key staff from their room and parents are welcome in the nursery building so they can speak to staff about children's needs. This helps to promote continuity of care for children.

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

- A key strength of the nursery is the provision for children who have special educational needs and/or disabilities. Staff know children extremely well and show genuine delight in their good progress. Other agencies are invited into the nursery to work one-to-one with children. They are very complimentary about staff and say they are 'doing an exceptional job'.
- Staff consistently support children's communication and language development. For example, young children listen intently to a story and call out known phrases. Outdoors, staff teach children about the tadpoles and extend their vocabulary. Overall, children benefit from circle times in the nursery and listen well. However, some groups are very large, particularly before lunchtimes, and children are less engaged.
- Staff know how to meet children's care needs effectively. Babies have flexible settling-in sessions and parents are welcome to attend daily to breastfeed. Staff gather information about children before they start to ensure that they are well-prepared to meet any complex medical needs and allergies. Children have close relationships with staff and show they feel safe in the nursery.
- Children benefit from daily fresh air and have access to the garden throughout the day. Staff encourage children to develop their physical skills as they explore the sensory activities and practice using the outdoor steps. Children learn about the natural world around them and celebrate diversity. For example, they talk

about holidays in different countries and share experiences of who is in their family.

- Staff have high expectations for children. They are very good role models and provide clear boundaries and praise for positive behaviour. Children show a good awareness of how to keep themselves safe. For example, in the workshop, pre-school children know why they wear safety glasses before they begin. Young children use the stairs safely as they hold onto the 'doughnuts' and walk slowly.
- Children take an active part in their own self-care. They are keen to join in with toothbrushing each day and staff encourage them to be independent, such as when using the toilet. However, on occasion, staff do not provide enough assistance or supervision for some children. For instance, they do not wash their hands or help them to wipe their nose and face when they cannot manage themselves.
- Leaders and managers have high expectations for staff, children and families. They provide staff with effective support. For example, they hold regular staff meetings and supervisions. Staff say they feel valued here and talk about the training and professional development opportunities. This helps them to make continual improvements to their skills to work with children.
- Partnerships with parents and families are very positive. Parents have access to forums where they share feedback about the nursery. In addition, they attend regular parents' meetings to discuss their children's progress with key staff. Parents and carers say they are particularly happy with the inclusivity at the nursery and how supportive the staff are.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager, who is also the designated safeguarding officer, has a robust knowledge of child protection issues. She ensures that staff regularly access safeguarding training and provides them with clear policies and procedures to refer to. Staff confidently identify potential signs of abuse, including those associated with neglect, county lines and domestic violence. They know how to record and report concerns about children or staff's welfare, and understand the role of the local authority designated officer. The manager and leadership team follow safer recruitment processes to employ new staff. They gather references from previous employers and obtain disclosure and barring service checks for all staff before they are left unsupervised with children.

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

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

- consider the impact of larger groups on children's participation and levels of engagement, particularly before mealtimes

- implement ways to continue to promote children's independence while still supporting them to maintain good levels of hygiene and cleanliness.

## Setting details

<b>Unique reference number</b>	2632706
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10285496
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	110
<b>Number of children on roll</b>	162
<b>Name of registered person</b>	Clever Clogs Day Nurseries Limited
<b>Registered person unique reference number</b>	RP526568
<b>Telephone number</b>	01642614020
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Ladybirds Day Nursery registered in 2021. It is situated in Preston Farm industrial estate, in Stockton-on-Tees. The nursery employs 29 members of childcare staff. Of these, six have a relevant degree in early years, two have level 5 qualifications, including the manager, two have level 4 and 14 have level 3. 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. Children with special educational needs and/or disabilities attend.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, during a planned activity indoors.
- The inspector held a discussion with manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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