

Inspection of Ladybirds Day Nursery

Ladybirds Day Nursery, Brixton, Plymouth PL8 2AH

Inspection date:

23 May 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff fail to carry out thorough risk assessments of the environment. The management team has failed to ensure that staff know how to identify hazards and minimise risks to children. This means that staff complete daily risk assessments without fully understanding what they are assessing. This results in hazards in the environment going unnoticed. For example, children trip, hurt and cut themselves on broken equipment and loose floor coverings.

The learning and development needs of pre-school children are not met well, including for those children with special educational needs and/or disabilities (SEND). At times, the pre-school room is chaotic and disorganised. Child supervision is poor. Children do not benefit from activities that challenge them and arouse their curiosity. Those children who need additional help with their learning do not receive targeted teaching or consistent support from staff to help them engage in learning. This does not prepare them well for their next stages in learning, including school.

Poor planning of the nursery routines means older children spend too long waiting without purpose. For example, children who are ready to go out into the garden are told to line up and then left to wait. Children wander around, looking for stimulation. This results in poor behaviour. Staff do not provide children with clear expectations about their behaviour or support them to regulate their emotions. As a result, children easily become bored and disruptive.

Despite this, children are happy and enter the nursery with ease. They wave goodbye before finding a friend. Staff are kind and build warm relationships with the children. They comfort babies and reassure them if they become upset, and they show interest in stories children share with them.

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

- The management team fails to ensure that staff know how to keep children safe. When the inspector brought staff's attention to the injuries children had sustained when playing with broken resources, staff failed to remove the items and allowed children to return to play with them. In addition, staff fail to assess hazards at mealtimes, placing them at risk of choking or accessing food that they are allergic to.
- The curriculum is not effective for pre-school children and those with SEND. There is clear intent for babies' and toddlers' learning, with staff supporting them to progress well. However, staff working with the pre-school children and those with SEND do not build on children's interests and do not focus their support on what children need to learn next. Staff's attention is taken with

managing unwanted behaviour, meaning children spend too long without staff engagement. Pre-school children and those with SEND do not engage in purposeful and meaningful learning, and they often wander for periods of time.

- Toddlers develop their physical skills well. Staff give them plenty of opportunity to develop their gross and fine motor skills. For example, staff create small races, which helps them to negotiate their space and use their whole bodies. Toddlers develop hand-to-eye coordination well by holding bats and hitting balls or scooping water from jugs and pouring into different pots and containers.
- Children learn about being healthy and doing things for themselves. For instance, children wash their hands before mealtimes, and staff support them to serve themselves and use cutlery to eat their lunch. Staff encourage babies and toddlers to try foods and praise them when they do.
- Staff do not support pre-school children and those with SEND to learn to manage their feelings and behaviour appropriately. Some staff are inconsistent with behaviour management procedures. For example, children can often be seen disrupting learning by running through activities, interrupting group time, or breaking resources. Staff do not follow strategies consistently or take the time to ensure that the children learn how to manage their emotions, express themselves and understand the impact that their behaviour has on others.
- The management team works hard to build strong parent partnerships. Parents speak highly about the warmth of the staff and the strong verbal communication at the beginning and end of the session.
- Daily routines often disrupt the learning of pre-school children and those with SEND. For example, staff ask the children to line up ready to go outside. However, the children wait for long periods of time before they can play outdoors. They then have to wait until everyone is lining up 'nicely' before they go. Some children are stood waiting for over 10 minutes. During this time, staff do not engage with them, which leads children to become disruptive because they are bored.
- Babies receive good care from the attentive and nurturing staff. They are happy and secure within their environment and have formed strong bonds with their key persons. The staff know all babies well and provide targeted activities to meet their next steps for learning.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments implemented by managers and staff are ineffective, and staff deployment is poor. Therefore, children's safety is not assured. Staff have sufficient child protection knowledge. They are aware of the signs and symptoms of abuse. The manager and staff know how to report concerns about a child who may be at risk of harm or an allegation about an adult. The provider has robust recruitment and selection procedures in place, to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
improve staff's knowledge of identifying hazards and ensure they take reasonable steps to minimise risks to children	02/06/2023
improve staff's management of children's behaviour and help children to learn respect for others and the environment	09/06/2023
embed strategies with staff to support children with SEND to engage in play and manage their emotions	09/06/2023
implement a clear and well-sequenced curriculum, which is understood by staff, to focus on what children in the pre-school room already know and their next steps in learning	09/06/2023
improve the support staff provide to meet children's needs during daily routines.	09/06/2023

Setting details

Unique reference number	EY496872
Local authority	Devon
Inspection number	10293493
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 8
Total number of places	52
Number of children on roll	97
Name of registered person	Miss Janine Rebecca Lissack And Miss Vicki Leigh Palmer Partnership
Registered person unique reference number	RP901302
Telephone number	01752881161
Date of previous inspection	13 February 2018

Information about this early years setting

Ladybirds Day Nursery registered in 2016. It is located in Brixton, Plymouth. It opens Monday to Friday, from 7.30am to 6pm, for 51 weeks a year. A team of 15 members of staff works directly with children. Of these, 13 hold qualifications to level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Marie Swindells

Inspection activities

- This was the first routine inspection the provision 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 provider and inspector completed a learning walk together 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 provider about the leadership and management of the setting.
- The inspector carried out a joint observation with the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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