

Inspection of Ladybirds Day Nursery

98 Elm Road, Wisbech, Cambridgeshire PE13 2TB

Inspection date: 20 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the setting. They settle quickly and are eager to begin their learning. Staff develop close relationships with children and children thoroughly enjoy spending time with them. Staff value children and listen attentively. They communicate with children respectfully. Children are thoroughly engaged with their learning. There is strong teamwork within the setting and staff focus on helping the younger children with their social skills. Staff support children to share. They teach children how to use the sand timer so that they can learn when it is another child's turn. Children are well behaved, polite, and friendly. They help each other without always being prompted and enjoy participating in group activities.

Staff have a firm understanding of what they want children to learn at the setting. They offer an ambitious learning programme so that children make good progress. The manager meets children and families as they arrive and she shares information between parents and staff. This helps to ensure that children's needs can be met. Staff quickly identify when children may be delayed with their development and provide specific support to help them to catch up. Children with special educational needs and/or disabilities are fully included within the setting. They make good progress against their starting points and their achievements are celebrated with their parents.

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

- Staff support children's communication and language well. They introduce and model new words. Children get absorbed in stories that staff read to them and there is lots of singing throughout the day. The setting promotes reading at home by sending home appropriate and engaging storybooks and games. Children, including those who speak English as an additional language, make good progress with their language development.
- Staff provide resources that require dexterity and concentration to help children to develop their physical skills. Children roll, pinch and squeeze dough and make hedgehogs with clay. Outside, children enjoy moving larger crates and planks of wood to create houses and obstacle courses. Staff keep children safe and help them to assess risks in the outside area themselves. This helps children to learn how to keep themselves safe.
- Staff provide varied activities to enhance children's knowledge of the world around them. Children learn about Australia. They learn about the animals that live there and develop their knowledge of boomerangs and clothes that are worn. Staff support children to count in their everyday interactions with them. Children also play with different-shaped dough cutters, and they sort and match items.

- Children from all backgrounds benefit from the wide range of learning opportunities available. They get to experience learning that they may not otherwise have access to. For example, staff arrange for children to explore exotic animals and watch chicks hatch. Children also learn about famous artists by creating their own Picasso-inspired artworks.
- The routine in the setting helps children to feel emotionally safe. They know what is going to happen next and this leads to a calm atmosphere. Staff use the routine to promote independence. Children are encouraged to dress themselves and wash their own hands. However, the routine in the toddler room is not always managed effectively, which can overwhelm children. Lunchtime is a calm and social opportunity, which helps children to develop personal hygiene skills.
- There are good partnerships with parents. Parents comment on how much their children enjoy their time in the setting. Staff share information with parents about their child's achievement that day and work with parents to support toilet training. Children's lives and community are reflected in books and photos that are placed around the setting. This helps children to respect the diversity of people around them.
- Leaders support staff to develop their knowledge and skills. Staff feel very well supported in the setting. Leaders have adapted the supervision process to ensure that new staff members get the support they need. Leaders also regularly attend training and events to update their own knowledge. They reflect on the quality of the setting, continually seeking to improve the quality of care and education that they provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a thorough safeguarding policy. They follow safer recruitment checks when taking on new staff. Staff are confident in their knowledge of child protection issues. They attend training regularly and leaders ensure that this knowledge is kept up to date. Staff understand the signs that would concern them in relation to a child's well-being. They know about local issues that could have an impact on children's lives and understand how to respond to these. They know who takes lead responsibility in the setting in relation to safeguarding, and how to report the concerns that they have both within and outside of the setting.

What does the setting need to do to improve?

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

- develop the routines in the toddler room to support children to be fully engaged.

Setting details

Unique reference number	EY430388
Local authority	Cambridgeshire
Inspection number	10295452
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	39
Name of registered person	Elm Road Day Nursery
Registered person unique reference number	RP529719
Telephone number	01945 466667
Date of previous inspection	12 December 2017

Information about this early years setting

Ladybirds Day Nursery registered in 1995 and was taken over by the current owner in 2011. The nursery employs eight staff, all of whom hold early years qualifications. The nursery is open Monday to Friday from 9am to 3pm. The nursery is open during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to/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 spoke with the registered individual about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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