

# Inspection of Ladybird Childrens Nursery

4-6 Harley Terrace, Newcastle Upon Tyne NE3 1UL

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Inspection date: 25 September 2023

**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 show curiosity and enthusiasm in this friendly, caring nursery. Staff demonstrate high standards of care for children through well-established daily routines and their warm and positive relationships. Children behave well and happily take part in all activities and routines. Staff know children very well and they use this knowledge to tailor their support to meet the needs of each individual child.

Staff ensure that children's progress in all areas of learning is carefully planned and sequenced. For example, staff purposefully arrange the baby room to support babies' physical development. Babies learn to crawl, climb and cruise. As they grow and move through the nursery, children progress to participating in dance and yoga sessions. This provides opportunities for children to enjoy physical activity and helps to promote a healthy lifestyle.

Staff support children's independence skills. Children are happy and confidently explore the nursery's resources and activities. They demonstrate their imaginative, creative and communication skills as they lead their own play. For instance, pre-school children decide that they would like to make pirate hats using scissors, and staff fully support this and share in their enthusiasm. As a result, children are highly engaged in their play and learning.

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

- Staff take time to get to know each child in their key-person group. They use this detailed knowledge to plan for children's next steps in learning. The manager carefully monitors the progress which children make. She uses this information to ensure that children's immediate needs are responded to.
- Staff seek to deepen children's knowledge and skills across all areas of learning. For example, during a yoga session, children show fantastic listening skills and demonstrate coordination and balance as they move their bodies into animal poses. Children giggle with delight as they join in with their friends making the accompanying animal noises.
- Staff support older children to use and understand high-level vocabulary, such as by including new words in conversation. For instance, at lunchtime, staff tell children they will be very 'hydrated' after drinking their water. Children are keen to practise and use new vocabulary with staff and their peers.
- Some members of staff in the nursery have excellent interactions with children. For example, they confidently engage children in exciting activities and children are very enthusiastic in their participation. Children's progress is visible. For instance, staff skilfully support children to use their bodies in new ways during yoga or carefully support their scissor control while making pirate hats.

However, less-experienced staff members do not yet have the confidence to engage in interactions at this higher level. Managers have identified this as a key area of focus and have plans in place to mentor staff who are less experienced in their role.

- Staff take pride in their relationships with parents and other settings and agencies. This strength is evident in feedback from parents, who state they are very happy with the quality of care and education provided. Parents comment that they receive good communication from staff regarding their child's progress. This joined-up approach supports the needs of all children.
- The nursery cook works in collaboration with the wider nursery team to ensure that all children's dietary requirements are adhered. In addition, information regarding children's dietary requirements is clearly communicated across the nursery. This ensures that children's good health is prioritised.
- Staff recognise the specific challenges which children face following the return to nursery after the COVID-19 restrictions. Staff have implemented effective strategies to support children through this time. As a result, children have made good progress in their communication and social skills.
- The special educational needs coordinator (SENCo) works alongside families and healthcare professionals to ensure that children with additional needs are well supported in their care, learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management and staff ensure that children are safe through regular risk assessments of the premises and daily safety checks. Staff follow the procedures in place for outings, to ensure that the safety of children is a priority. The designated safeguarding lead has a robust understanding of her role and responds effectively to any concerns which arise. Staff receive regular safeguarding training and have a secure knowledge of the signs of symptoms that could indicate a child is a victim of abuse or at risk of harm. They are clear in the procedures to follow if they were to have concerns regarding the welfare of a child.

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

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

- continue to develop the skills and confidence of less-experienced members of staff to raise the quality of their interactions with children to an even higher level.

## Setting details

<b>Unique reference number</b>	EY475759
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10310889
<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>	56
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Ladybird's Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP521335
<b>Telephone number</b>	01912856006
<b>Date of previous inspection</b>	2 October 2019

## Information about this early years setting

Ladybird Childrens Nursery registered in 2014 and is located in Newcastle upon Tyne. The nursery employs 12 members of childcare staff. Of these, eight members of staff hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday, all year round, except for the period between Christmas and New Year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Dani Taylor

## 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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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