

Inspection of Ladybird Private Day Nursery

Springfield House, 110 New Lane, Eccles, Manchester M30 7JE

Inspection date: 10 October 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

Staff are extremely welcoming at this happy nursery. Children are highly valued as individuals. For example, staff treat children with respect as they ask permission to wipe their nose or change their nappy. Babies learn new words as they hear rich language that is spoken by staff. They talk to children about what they are doing and what is going to happen next. Children feel their voice is heard. For example, babies express that they are tired and staff provide a quiet and safe place for them to relax. Staff are consistent with their expectations and babies quickly learn the routine.

Overall, leaders have carefully considered the ambitious curriculum. It is designed to meet the needs of all children. Staff support children to build on previous learning as they progress through the nursery. Babies develop skills which help them to learn to feed themselves. For example, they practise how to fill containers with sand using spoons. Older children serve their own food and pour their drinks. Children learn lifelong skills ready for the future.

Staff have high expectations for children's behaviour. They remind children of the rules and behaviours and children learn what is expected. For example, children know they must wait to go upstairs. Staff gently remind them to hold onto the handrail and walk carefully. Children's behaviour is very good.

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

- Leaders support staff to access regular training and develop new skills. Leaders welcome the introduction of staff ideas to improve the quality of education across the nursery. For example, following recent training staff are introducing key vocabulary into each of the rooms. Staff are also encouraged to complete peer observations to reflect on the quality of their own practice within the rooms. Self-evaluation is used well to make ongoing improvements.
- The special educational needs and/or disabilities coordinator is extremely experienced and knowledgeable. Children with special educational needs and/or disabilities (SEND) are well supported through partnership working. Professionals who work with the nursery speak highly of the support that is offered to children with SEND. All children make the progress they are capable of.
- Staff use observation and assessment to identify what children already know and can do. This supports children to make good progress from their starting points. Children have opportunity to build on previous learning. The book of the month is frequently repeated. Children learn to anticipate and recite the story. They access a range of activities within their play that encourages them to revisit the story. For example, outside, children hunt for the characters the 'evil peas'. Children develop a love of reading.

- Staff create opportunities for children to develop independence. Children take off their own coats and wash their hands after using the bathroom. They also enjoy tasks such as cleaning the chalk board and setting the table for lunch. Children learn how to care for themselves and the environment. They also learn how to keep themselves safe. For example, when using the scissors, staff remind children to keep them on the table and not walk around with them. Children understand when they might be at risk.
- Staff offer children frequent praise and encouragement. Children smile in delight as they successfully identify a letter that is in their name. They are confident and enthusiastic learners who enjoy having a go at new activities. Children develop a positive attitude to learning.
- Leaders have identified communication development as a specific focus for children at the nursery. Overall, staff support children's early communication skills well. However, at times, staff do not recognise some barriers to children's speech development, such as the frequent use of dummies.
- On the whole, parent partnership is strong. Parents express that children settle well and make good progress. Parents speak highly of the leaders and staff and describe them as 'a second family'. Information about the curriculum is shared with parents through a monthly newsletter. However, parents are not provided with specific details about what children will learn next to help them to continue learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated officers have created a culture that considers safeguarding as the responsibility of everyone across the nursery. Leaders use their extensive experience to seek support for children and their families who may need additional help. Staff are well supported to ensure their skills and knowledge are kept up to date. They understand the signs and symptoms of abuse and what to do if they have concerns about a child. Staff know and understand the action to take if they are worried about the behaviour of a colleague. Staff are deployed effectively and supervise children well. Daily safety checks of the premises also help to ensure that children are kept safe.

What does the setting need to do to improve?

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

- help staff to develop a greater understanding of how to support children's emerging communication and language skills
- consider ways to help all parents to support and extend their children's learning at home.

Setting details

Unique reference number	EY469762
Local authority	Salford
Inspection number	10311383
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 4
Total number of places	87
Number of children on roll	88
Name of registered person	Ladybird Private Day Nurseries Ltd
Registered person unique reference number	RP533106
Telephone number	0161 707 4280
Date of previous inspection	19 April 2018

Information about this early years setting

Ladybird Private Day Nursery registered in 2014. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above, including two with early years professional status and qualified teacher status. 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.

Information about this inspection

Inspector

Jenny Burgeen

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 nominated individual, manager and inspector completed a learning walk together of all areas of the nursery 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 nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator 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 that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the early years teacher.
- The inspector spoke to several parents during the inspection and took account of their views.

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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