

Inspection of Ladybirds Nursery

10 Calder Drive, HUDDERSFIELD HD4 7PX

Inspection date:

7 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this inclusive and welcoming nursery. Staff build very strong bonds with children. They learn in detail about children's personalities, abilities and interests. Staff use this information to plan tailored and individual support for children's learning. Children are very settled, happy and secure, and new children settle quickly. Staff very much take parents' and children's views into account. For example, when they make decisions about matching children with their key person and when best to move children on to their next stage of their learning.

Staff plan excellent support for children's personal, social and emotional development. They discuss the meaning of friendship with children by using thoughtfully chosen stories. Children's behaviour is excellent. Staff complete training in sensory therapy and have learned skills to support children to regulate their own feelings and behaviour. Children are very confident, social, curious and enthusiastic to learn.

Children grow rapidly in their independence. They help to set the table at lunchtime and learn to pour their own drinks. Staff model to children how to wash their own hands and create 'tissue stations' to support their self-care. There is a very strong emphasis on learning to share, taking turns and cooperative play. Children are encouraged to use their 'listening ears', learn table manners and share resources as they explore with sand, glitter and cotton wool.

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

- Staff regularly meet to reflect and evaluate children's development and progress. They use detailed processes for assessment to help them to precisely identify and fill any gaps in individual children's learning.
- The nursery's curriculum is very well planned and sequenced. Staff provide versatile and tactile materials and resources for children to explore, in order to support children's creativity and sensory development.
- Staff plan excellent opportunities for children's physical development. For example, they model to children the different ways using of hoops with their hands. Staff support children to jump between stepping stones in the nursery's large and enclosed garden. They challenge children to try jumping with the stepping stones further apart.
- Staff provide a range of exciting materials and resources for children to explore and to develop their coordination and dexterity. Staff model to children how to use tweezers. They provide scoops and spades to help them to learn different ways of using tools with their hands.
- There is excellent support for children's communication and language development. Children enjoy singing sessions with a visiting teacher each week.

Staff share stories and ask carefully considered questions. They provide plenty of time for children to respond.

- Staff plan detailed support for children with special educational needs and/or disabilities. They have a deep understanding of the importance of working with other professionals in education and health, in order to develop a consistent approach to support for children's learning.
- Children benefit from exciting and highly stimulating experiences that broaden their understanding of the world around them. They enjoy taking part in science experiments led by a visiting instructor. Children visit the local post office and a local care home where they meet with residents and take part in singing and craft activities.
- Staff use additional funding which the nursery receives to provide resources to support children's emotional development. They help children to explore and manage their feelings and behaviour, such as through the use of timers, mirrors and puppets.
- The nursery has a five-star food hygiene rating and employs a dedicated cook, who adapts the nursery's menu to accommodate children's dietary requirements and preferences. Staff talk to children about the importance of hydration and which foods make them healthy and strong.
- The manager provides outstanding support to her staff team, including support for their professional development. This includes observations of staff's practice, constructive feedback and detailed supervision meetings, with a strong emphasis on supporting staff's well-being. Staff have high praise for the support which they receive.
- The manager and her staff team are very reflective. Staff are encouraged to contribute to the nursery's development plan. They are involved in making decisions about their own playrooms and how funding is best spent.
- Staff work very closely with parents and provide regular ideas for activities to try with their children at home. Parents say the manager and staff are very approachable, friendly and accommodating. They comment that the nursery provides a home-from-home and an extremely warm and supportive environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an excellent understanding of her role and responsibilities in relation to keeping children safe. This includes a range of aspects of safeguarding. All staff complete safeguarding training. The manager and staff know what might concern them about a child in terms of safeguarding. They know who to contact and the processes to take to help keep children safe. Staff hold certificates in first aid. They support children to learn how to keep themselves safe. For example, staff support children to use cutlery safely and to wait until it is safe to take their turn to cross the stepping stones in the garden.

Setting details

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| Unique reference number | EY476515 |
| Local authority | Kirklees |
| Inspection number | 10305479 |
| 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 | 1 to 10 |
| Total number of places | 67 |
| Number of children on roll | 61 |
| Name of registered person | Ladybirds Nursery (Huddersfield) Limited |
| Registered person unique reference number | RP906959 |
| Telephone number | 01484300050 |
| Date of previous inspection | 22 February 2018 |

Information about this early years setting

Ladybirds Nursery registered in 2014 and is located in Huddersfield. The nursery employs 15 members of childcare staff. Of these, nine staff hold qualifications at level 3 or above, including two staff at level 5 and one member of staff at level 6. The nursery opens Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager discussed with the inspector how staff organise and plan the curriculum and experiences for children. The inspector viewed the inside and outside space used by the nursery.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff's training and suitability.
- The inspector held discussions with the manager and staff. She took into account the views of parents.

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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