

Inspection of Ladybirds Private Day Nursery And Pre-School

St Oswalds Centre, Church Side, Methley, Leeds LS26 9BJ

Inspection date: 2 February 2024

Overall effectiveness **Good**

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 and their families receive a warm welcome from staff as they arrive at this friendly and caring nursery. Staff show genuine care and interest in how children are feeling. This helps children to quickly settle into their day and look forward to beginning their play and learning.

Children are valued as individuals. For example, staff help children to make cupcakes and set up a tea party to celebrate a birthday. Older children squeal in delight as they play chasing games with each other and the adults who work with them in the nursery garden. They laugh and giggle as they run and climb trees under the supervision of staff. These shared experiences support children to build caring and loving relationships with each other and the staff who look after them.

Children develop the skills that they need to prepare them for the next stage in their education. For example, staff help babies learn how to grasp objects as they explore 'wow' boxes and find out what is inside. Staff support toddlers to concentrate and develop their small-muscle skills as they play with threading toys. They encourage the pre-school children to practise drawing lines and simple shapes in flour. These well-thought-out opportunities support children to work towards their pre-writing skills in readiness for starting school.

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

- Staff have high expectations for children's behaviour. They set up group activities and ensure that the learning environment supports children to learn how to share. Even the youngest children in the nursery know what is expected of them. For example, they sit and wait patiently for their food at the low-level tables at mealtimes. Babies snuggle with their blankets on the sleep mats when it is time for their daily nap. These daily routines help children to know what to expect. As a result, their behaviour is good.
- Staff know the children in their care well. They observe children and find out from their parents and carers what their interests are. This helps staff to provide interesting and exciting play activities that children enjoy taking part in. Staff know the skills and knowledge that they want children to develop by the time they move on to the next stage in their education. However, staff do not consistently use this information when planning for children's learning experiences and opportunities. This does not challenge children to further build on their learning to the highest levels.
- Staff provide interesting experiences that children may not receive elsewhere. For example, children listen to music of Scottish origin and explore a real set of bagpipes. These experiences promote children's curiosity and help them to find out more about the world and communities beyond their own.

- Leaders and staff work closely with external teachers and health professionals to provide excellent support for children with special educational needs and/or disabilities (SEND). They work in partnership to put in place carefully planned targets to help children to work towards their development goals. Staff learn British Sign Language to support children with their communication skills. Consequently, children with SEND become happy and confident learners in this inclusive nursery.
- The nursery staff use an app to share photos and information about children's learning with parents. Parents are invited to attend regular meetings with staff to find out about their children's progress and development. Staff encourage children to borrow their favourite books from the nursery to share with parents at home. This helps to promote a love of reading for children and their families.
- The manager carries out regular supervision sessions with staff. As a result, staff say that they feel well supported and report good levels of well-being. However, the nursery leaders do not sharply focus their evaluations of the nursery to identify areas for development to raise the quality of the provision to higher levels.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to precisely focus planned learning opportunities on the skills and knowledge that they want children to learn
- develop and establish more robust evaluation methods, to identify areas for development and drive continuous improvement.

Setting details

Unique reference number	EY551192
Local authority	Leeds
Inspection number	10331978
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	0 to 4
Total number of places	60
Number of children on roll	108
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01977 554443
Date of previous inspection	7 January 2020

Information about this early years setting

Ladybirds Private Day Nursery And Pre-School registered in 2017. The setting employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including two with level 6. The setting opens Monday to Friday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

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 nursery leaders and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nursery managers about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting 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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