

# Inspection of Ladybird Children's Nursery - Archibald, Gosforth

Archibald First School, Archibald Street, Newcastle Upon Tyne NE3 1EB

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Inspection date: 16 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are exceptionally happy in this welcoming, inclusive and nurturing nursery. Staff are kind, caring and attentive, which helps children to form strong attachments with them. Staff encourage parents to stay with children on their first settling-in visit. They collect lots of information about children's interests, lives and stages of development. This helps children to settle into the nursery very quickly. Children learn important skills and knowledge for their future lives.

Staff plan stimulating and exciting areas for children to play and learn in. Children have free-flow access to choose to play outdoors in the fresh air. Staff want all children to explore and understand the world around them, develop their independence and be ready for school. They plan the curriculum and environment to reflect children's interests and to help them to choose what they want to play with. For example, staff label resources with pictures and words, so children of different ages know where to find their favourite activities.

Staff place a focus on supporting children's personal development. They successfully help children to understand their feelings. For instance, staff encourage children to use visual cards and 'emotion stones' to recognise and talk about how they are feeling. Children behave well. They know what is expected of them and follow routines well. For example, children respond immediately to a tidy-up song. Staff teach children how to keep themselves safe. For instance, children understand how to carry cutlery safely when setting the table.

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

- The manager has an extremely strong knowledge of the curriculum that she wants staff to implement. She supports staff very well. Staff use their observations and assessments to plan children's next steps in learning.
- Staff encourage children to develop their independence at every opportunity. Children confidently cut their apples and spread butter on their crackers at snack time. Younger children very competently peel the tops of their yoghurt pots.
- Staff work closely with settings which children also attend to support continuity in their learning. For instance, they use the same font as local schools on labels and displays to support children with their later learning in literacy learning. Staff share summaries of children's progress when they move on to a new setting.
- Children have lots of opportunities to practise their fine motor skills. Younger children make marks on a large scale, such as on easels and on whiteboards. Older children take part in structured sessions where they manipulate dough, to develop the muscles in their hands.
- Staff support children with with special educational needs and/or disabilities (SEND) very well. They use visuals and Makaton signs to help children to

communicate and understand what is happening next. The special educational needs coordinator (SENCo) makes sure that support plans are in place and that staff work with external professionals to help children to make the best progress they can.

- Parents are positive about the care and education their children receive. Staff work closely with parents to support children's learning, health and well-being. For instance, they share regular information about children's development. Staff offer advice to parents, such as, around chopping up grapes in children's packed lunches and how to promote good oral hygiene with their children.
- Staff expose children to a wealth of books and stories. Children sit in a cosy tepee outdoors sharing their favourite stories with staff. They explore oats in the role-play area when reading the story of 'Goldilocks and the Three Bears'. Staff regularly sing songs and rhymes with children throughout the day. This helps to develop children's vocabularies and early literacy skills.
- Children very engaged and motivated in activities. They try hard and persevere, such as working out to make a water wheel spin. Children work happily together to dig up mud, transport it in a wheelbarrow and play imaginatively in the mud kitchen. There is a calm and purposeful atmosphere in the nursery.
- Staff supervise children well to keep them safe. However, at times, staff are not consistently deployed to focus fully on younger children's learning needs. For instance, staff do not focus precisely on what individual children need to learn next as some group times for younger children are large.
- Managers make sure that staff attend all statutory training, such as safeguarding and first aid. They support staff to further their qualifications. However, managers do not focus professional development precisely on extending staff's knowledge to an even higher level, especially in the area of communication and language. For example, at times, staff do not recognise the importance of removing younger children's dummies when they are trying to speak.

## 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:**

- think about how to deploy staff to support younger children's next steps in learning more precisely
- focus professional development on enhancing staff's knowledge to an even higher level, especially in the area of communication and language.

## Setting details

<b>Unique reference number</b>	2673237
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10339474
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Ladybird's Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP521335
<b>Telephone number</b>	07846232238
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ladybird Children's Nursery – Archibald, Gosforth registered in 2022. It is independently run and operates from the premises of Archibald First School, Gosforth, Newcastle upon Tyne. The nursery is open for early years children during term time, from 8.30am to 3pm, Monday to Friday, except for bank holidays. It also offers a breakfast club during term time, from 7.45am to 8.45am, Monday to Friday. During the school holidays, the nursery operates a holiday club from 8am to 6pm, Monday to Friday. The nursery employs four staff. Of these, three staff hold appropriate qualifications at level 3. The nursery offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Melanie Vincent

## 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 manager and has taken that into account in her evaluation of the nursery.
- The manager discussed with the inspector how staff organise and plan the curriculum, environment and experiences for children during a learning walk.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector evaluated children's learning together during the inspection.
- The SENCo spoke to the inspector about how staff support children with SEND.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of parents' views which were gathered during the inspection.

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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