

# Ladybirds Day Nursery

Blakeshill Road, Landkey, BARNSTAPLE, Devon, EX32 0JQ

## Inspection date

Previous inspection date

29/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children            | 1 |
| The effectiveness of the leadership and management of the early years provision        | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have very good knowledge of how to plan for learning based on their knowledge of the individual children. This results in children make very good progress in all areas of learning in relation to their starting points.
- Children are safe and secure because staff are vigilant in their supervision at the same time providing a challenging environment where children can explore and extend their physical skills.
- The management of the setting provides excellent support, encourages teamwork and provides opportunities for staff development. Staff are involved in the self-evaluation process and contribute their views and ideas for future development.
- Parents are highly valued as partners in their child's care, learning and development. Key persons share information frequently with parents through learning diaries, discussions and termly parents' evenings. This helps parents support and extend children's learning at home. Parents benefit from high quality information about the nursery through newsletters, displays and the website.
- Children are happy and settled throughout the nursery. They benefit from very good relationships with staff and key persons and begin to form friendships with other children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent time observing children and staff in the main unit, the baby unit and the outside play area.
- The inspector and nursery manager made a joint observation of a member of staff and a group of children playing outside.
- The inspector spent time talking to the staff in each room with due regard of the needs of children.
- The inspector examined children's records, policies, procedures, documentation to show the suitability of staff and the self-evaluation completed by the provider, manager and each unit.
- No parents were available for discussion during the inspection but parents' feedback forms were viewed and discussed with the provider.

## Inspector

Carol Cox

## Full Report

### Information about the setting

Ladybirds Day Nursery registered in 2011 when the existing proprietor formed a limited company. It is a well-established local nursery that has been registered on its current site since 2006. The premises consist of a main building that includes a large play room, a quiet room, a messy-play room, and appropriate cloakroom and kitchen facilities. There is an annexe for younger children, consisting of a playroom, sensory room, sleeping room, toilet and changing facilities. There are large enclosed outdoor play areas suitable for children's use.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 101 children on roll. The nursery is registered to receive funding for the provision of free early education for two-, three- and four-year-old children. The nursery is open Monday to Friday from 7am to 6pm all year round. There are 17 members of staff working with children, including the director. Of these, 15 members of staff have appropriate early years qualifications, including a qualified teacher. There are two members of staff who are working towards a qualification.

### What the setting needs to do to improve further

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

- provide comfortable seating for babies and key persons to enjoy being together.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make very good progress in all areas of learning. Staff are skilled and knowledgeable about how children learn. Key persons work very closely with parents and other carers to gain initial information about each child through discussion and written

descriptions of their interests and strengths. This helps staff plan to meet the individual and unique learning needs of each child; consequently, children make very good progress. Staff make regular observations of children's achievements, both in structured planned activities and during child-led play. For example, a group of young children get out the playground chalks and begin to make marks. A member of staff seizes the opportunity to promote learning in different areas. She talks with the children about their drawings, asking them to describe their pictures and encouraging them to talk to each other. She helps younger children extend their vocabulary by offering new words and modelling simple sentences. In this child-initiated activity, the skilful member of staff manages to extend children's learning in all areas and across different ages and stages of development. For example, younger children name colours; older children find squares and triangles in the drawing of a house. The member of staff fully understood how she could further develop this activity by linking into stories and books, cooking activities and role-play.

Children thoroughly enjoy their wonderful outside play areas. In the baby unit, a covered area provides an exciting place where interesting objects hang from the walls and the roof. Saucepans and colanders make sparkles in the sunshine, and children bang them to make music. Staff help children become sensitive to and aware of their environment. They listen to cars on the road, watch leaves falling from trees and experience the changing weather. Children love to splash in puddles and negotiate the different levels in their playground. The vast range of ride-on and push along toys encourage babies to practise their developing walking skills, closely supported and encouraged by the staff. Older children demonstrate their competent physical skills climbing and sliding and show their expertise at manoeuvring their bicycles and scooters around each other. Staff use mathematical language in activities and daily routines. Children learn about quantity and comparison when choosing pieces of fruit at snack time, they count in games and when finding out how many children are present. They discover that marks have meaning when identifying their name cards at self-registration and begin to link letters and sounds.

The whole nursery presents a rich environment to support children's learning in all areas. Staff makes sure resources are easily available and are stimulating and challenging. They learn key words in home or second languages to provide opportunities for children to use that language. One transition document shows a toddler's ability to count in her home language. Children explore their own community through regular walks and visits. They talk about their home lives and celebrations and learn about those of others. For example, children excitedly talk about Halloween. They take part in fund raising events, such as Children in Need and think about other's needs. Children of all ages play and mix, especially in the outside areas. Younger children enjoy the attention they receive and are proud to play with the 'big ones'. Older children learn about different needs and are generally thoughtful and considerate of the babies. Staff help children become aware of how others feel and explain why they may need different help.

Key persons nurture and enhance children's progress through very careful and detailed planning based on their observations and knowledge of individual children. There is a very secure system in place to document children's achievements. Staff use these records to identify what children need to learn next. This information is shared through each room so all staff have a secure knowledge of each child's needs when taking turns to plan

activities. These records, known as 'special books', are beautifully illustrated with photographs and clearly describe what a child is learning from each observation. Observations are carefully linked to areas of learning and parents own observations, comments and photographs are included. Children happily fetch their own books to share and often make their own comments and add drawings. Key persons make regular reviews of each child's progress towards the early learning goals. They share these reviews with parents at parents' evenings every term. Regular informal discussions ensure that parents have a full picture of their children's progress and any additional services or support is accessed quickly.

The whole environment is exciting and stimulating and invites children to explore and experiment. This means that children develop independence skills and become confident to make choices and select resources from an abundant range. However, in the baby unit there is no comfortable seating for staff to cuddle and reassure babies if they become upset. Children choose whether they wish to play outside or stay in. Staff plan some structured activities targeted at specific groups of children with their learning needs carefully included. Learning plans are closely linked to all seven areas of learning and relate to children's ages and stages of development. Key persons work closely with parents and others to help children when they move on to other settings. The nursery offers children a wonderful start on their learning journey filled with excitement and a desire to learn.

### **The contribution of the early years provision to the well-being of children**

Children settle quickly and happily at the nursery through an excellent settling-in process. Key persons work very closely with parents and others to learn about each child's unique care and well-being needs. Staff are experienced and sensitive and welcome the strong partnerships built with parents. Parents contribute photographs from home to help staff learn about their families and home lives. This helps children feel at home and provides an interesting talking point for older children. Key persons gain an understanding of how best to support children and nurture their confidence and self-esteem. Children are encouraged and supported to learn important life skills. For example, a group of young babies and toddlers proudly sit at the table to eat their lunch using spoons and forks. Staff are at hand to help when needed but little support is necessary. All children develop good hygiene routines, babies splash in warm soapy water to wash their hands after playing outside, older children cheerfully describe what might happen 'to your tummy' if 'germs get in'. Staff are aware of each child's dietary and health needs and undertake specialist training when needed. Babies and toddlers rest or sleep when they need to following their home routines. They rest safely in the sleep room as a member of staff always sits with them.

Children learn skills that help them become self-motivated and independent. Older children decide if they need to wear coats, take themselves to the toilet and fasten their own shoes. Staff challenge children to extend their physical skills in a positive way and

offer appropriate encouragement and praise. For example, a toddler pushes a walker toy up the slope and staff show their delight at her efforts. Children quickly learn the routines of the day and have a very clear understanding of the standards of behaviour expected; consequently, their behaviour is very good. Staff have a secure understanding and knowledge about effective behaviour management. They log any concerns about children and share these with parents, who are fully involved in drawing up support plans with specific targets. All staff recognise that consistency with home routines is paramount in resolving difficulties. The excellent partnerships built with parents facilitates the sharing of essential and everyday information to help staff offer the best possible care for children. Children are confident with all the staff and easily seek comfort and reassurance when required. Children enjoy good support and preparation when they move into other rooms or on to new settings.

### **The effectiveness of the leadership and management of the early years provision**

The management and staff have an excellent knowledge and understanding of how to implement the welfare and safeguarding requirements of the Early Years Foundation Stage. Children are extremely well safeguarded in the nursery as robust systems are in place and practised by vigilant staff. There is a robust system in place for risk assessments of all aspects of the nursery and staff make daily checks of their rooms and equipment. Rigorous procedures ensure that children are never left with staff who have not been fully checked. Staff make sure that parents are fully aware of the collection policy and give authorisation to enable others to collect their children. A password system is used for emergencies. All staff have an appropriate understanding of child protection issues and the procedures they should follow in case of concerns. Parents receive details of how to contact Ofsted and the procedure they should follow should they wish to make a complaint. The director is highly committed to providing an excellent service and takes any concerns very seriously. She records all complaints and subsequent remedial actions. The director and her staff value their relationships with parents highly and provide opportunities for them to gain greater understanding of the provision. For example, at a parent's evening the director gave a presentation about the new inspection framework for the Early Years Foundation Stage. Parental comments following parent's evenings are displayed and any further comments welcomed. The management and staff have an excellent knowledge and understanding of how to plan and deliver high quality educational programmes to help all children at different ages and stages of development.

There are stringent recruitment procedures in place to ensure that staff are well qualified and suitable to work with children. Staff benefit from regular appraisal meetings that celebrate their successes and identify opportunities for further professional development. The director and manager involve staff across the nursery in monitoring and evaluating the quality of the nursery provision and identifying areas for development. Parents contribute their views through regular feedback questionnaires that are analysed and actioned where appropriate. Children add their own comments either verbally or in writing

or pictures in their 'special books'. There is a good team spirit among staff who are enthusiastic and committed professionals, eager to develop their practice and offer excellent care for children. The standard of learning is very high as staff have an extremely good understanding of how children learn and plan effectively to meet the needs of every child. When children need extra or specialist support there is a clear system in place to make sure their learning is nurtured appropriately. The nursery has built good partnerships with other carers and settings that children may attend or move on to. This helps children make smooth transitions.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for  |

registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY438360                 |
| <b>Local authority</b>             | Devon                    |
| <b>Inspection number</b>           | 800075                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 68                       |
| <b>Number of children on roll</b>  | 101                      |
| <b>Name of provider</b>            | Ladybirds Daycare Ltd    |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01271 830 118            |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.



Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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