

Ladybirds Day Nursery

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

Inspection date	04/03/2014
Previous inspection date	29/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff work closely with parents to ensure they meet children's individual needs, enabling each child to settle well.
- Staff effectively provide and plan activities which build on children's interests and offer them suitable challenges to make good progress in their learning.
- Staff introduce mathematical language into everyday routine and play to develop children's learning.
- The nursery provides a safe, welcoming and well-resourced environment both indoors and outside, which children enjoy exploring.

It is not yet outstanding because

- Staff do not always manage hygienic practices effectively with regards to the nursery's dog picking up toys.
- Staff do not maximise learning opportunities for literacy, for example in the outdoor environment through use of signs and posters, or in the indoor environment by being consistent in using letter formation to help children as they begin to recognise letters.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's activities indoors and outdoors.
- The inspector spoke to the director, staff and children during the inspection.
The inspector sampled a range of documentation including children's details and
- assessment records, planning documentation, evidence of staff suitability, accident records, safeguarding policies and risk assessments.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Sara Frost

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. Older children have use of two large play areas. Babies have their own dedicated playroom and adjoining sleep room. All children have access to the outdoor play areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 91 children on roll of whom 29 are in the early years age range. The nursery is in receipt of funding for the provision of free early education for two- and three-year-old children. The nursery is open each weekday from 7am to 6pm, all year round except for bank holidays. The nursery employs 15 members of staff who work with the children, including the director. Of these, one member of staff holds Early Years Professional Status and 13 members of staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the quality of teaching and learning further regarding children's literacy development in the outdoor and indoor areas
- strengthen the hygiene procedures to minimise risks of cross infection.

Inspection judgements

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

Children enjoy moving between the areas in the well-organised and well-resourced indoor and outdoor environments. Younger children have their own dedicated room where they explore and are supported well by staff. Staff arrange resources effectively in all rooms so that children can make independent choices in their play. For example, younger children explore texture as they make 'feely bags', using shampoo, glitter and various shiny materials. Staff effectively promote early communication and language as they sit with the children on the floor and engage eye contact and talk. This is successfully promoted throughout the nursery environment as staff consistently engage with older children, posing questions such as 'what do you think we might find?' This also encourages older children to develop their imagination and think for themselves. Key persons use discussion and obtain detailed written information about children's interests and development. As a result staff plan activities which engage and effectively challenge children as soon as they

begin at the nursery. Staff regularly observe, monitor and record children's progress. Key persons regularly share information with parents, both verbally and in writing so they are involved in their children's learning and development. In addition parents are invited to share in the children's 'special books' and contribute towards the next steps of their child's learning and development at parent meetings. Staff complete, and share with parents, the required progress check for two-year-old children. All these ongoing discussions with parents provide parents with full information about their child's progress.

Children are engaged in activities, and staff often follow the lead in children's play. For example, staff join the group of children playing skittles, and ask the children questions as they play, such as 'How many skittles are there altogether?', 'How many were knocked over, and how many are left?'. Staff effectively use mathematical language at every opportunity.

Children's imagination is fostered well as staff enthuse in children's play as they hunt for treasure, discussing whether it is on an island or in the sea, as well as what resources they will need to dig it up, and what they might find? Babies enjoy clapping, moving and shaking their bodies to favourite songs, helping them develop communication and good physical skills.

There are a lot of displays and labelling around the nursery, making it an inviting and welcoming environment for children. However, staff write in capital letters for some of the labelling around the nursery environment which can lead to confusion for children who are beginning to learn, for instance, to recognise letters or write their name. As a result some older children encouraged by staff to name their own work do so using a capital letter format. Although the nursery has lots of literacy indoors, the outdoor area lacks opportunities to promote literacy in any format. This does not help those children who prefer to learn outdoor to progress quickly with sounds and letters.

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

Children are very confident and happy. Children feel a strong sense of belonging as staff respond immediately to children eager to share their news as they enter the room. Children develop friendships with each other and attachments to staff. The key person and 'buddy system' works very well to ensure staff are familiar with children's development and routines. The nursery has good systems in place to support children when they first start, offering as many settling-in sessions as parents need. Parents also get the opportunity to observe their child at play on the closed circuit television in the office. The nursery provides good support to younger children when they move to the older room within the nursery. For example, children visit with staff for settling-in sessions over a period of time, at a pace which is acceptable for that child so they feel emotionally secure. Staff also prepare children's records to share with the new identified key person to support good continuity of care.

Children's behaviour given their age and stage of development is good. For example, older children whilst playing skittles take turns well, reminding each other whose turn it is next

and happily handing over the ball. Staff provide consistent, clear guidance for younger children who require additional support, as they learn to be kind to one another.

Overall staff promote and develop good hygiene routines with children. For example, babies enjoy 'splashing' as staff encourage washing their hands in bowls of water before sitting down to eat their lunch. Older children follow clear hygiene practices, for example knowing to get a tissue to wipe their nose. However, the nursery owner's dog when entering the main nursery enjoys picking up soft toys and playing with them. These are not always removed afterwards and children place them back into boxes ready for others to play with, which does not support good hygiene practices to protect children from risks of infection.

All children enjoy daily opportunities to take part in physical exercise and fresh air. Staff make good use of the outdoor facilities, from a well-resourced range of outdoor equipment.

The nursery employs a cook to prepare cooked lunchtime meals. All dietary needs are taken into consideration when preparing foods. Older children learn to become responsible for clearing away and rinsing their plates and cups. A cafeteria-style snack time is offered to further promote children's independence. This allows children the opportunity to decide when they want to stop what they are playing with to have something to eat.

Staff teach children how to keep themselves safe as they play through clear explanations. For example by reminding children how many children are allowed on the pirate ship at any given time and the safest way to climb up.

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

The staff demonstrate a good understanding of their role and responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Children make good progress because staff provide them with activities that engage their interest.

This inspection took place following an announced visit by Ofsted in November 2013 regarding an incident reported to Ofsted raising concerns about the nominated person's safeguarding policy and procedure. The investigation found that there are good safeguarding procedures in place to protect children.

The inspection has found that the nominated person and her nursery staff are aware of their role and responsibilities and demonstrate a good understanding of the nursery's safeguarding policy and procedures. As a result staff clearly demonstrate they are fully aware of the importance of following the correct channels and notifying the appropriate agencies of child protection concerns. The director has implemented and updated the nursery's policies for using social networking sites and shared these with staff at staff meetings. Staff have attended 'in house' training to ensure they are up to date with the

current guidance to help them safeguard children's welfare.

The director and staff complete regular risk assessments and daily checks of the premises. The external doors are keypad secure and only opened by staff. The security is further supported by closed-circuit television to monitor aspects of nursery life indoors and outside. Staff follow clear procedures for dealing with accidents. All the required documentation is in place and maintained appropriately. All this promotes children's safety.

Since the last inspection the nursery has purchased a comfortable chair for use in the baby room, for babies to snuggle in to staff and feel secure when bottle-feeding. The nursery has made other significant changes to improve the quality of the provision. For example, the babies have moved into a separate room within the main nursery. This helps the younger children become familiar with other staff and premises as they move through the nursery. There have been recent changes to staff due to maternity leave, resulting in changes to the management structure within the main nursery area. However, those covering on a temporary basis are confident in their role and responsibility towards the children.

The director has clear, robust recruitment procedures to help ensure staff are suitable to work with children. She completes an induction to ensure they understand their roles and responsibilities. Staff receive regular supervision and appraisals to support their performance management and drive improvement in their skills and practice. The director includes her staff in the monitoring and evaluation of the nursery, identifying areas of development to improve outcomes for children. Parents' views are collated through use of questionnaires and responded to so they can see what changes have been implemented to improve quality. Children are also invited to contribute their views to show they are valued within the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY438360
Local authority	Devon
Inspection number	951088
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	91
Name of provider	Ladybirds Daycare Ltd
Date of previous inspection	29/10/2012
Telephone number	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, which are usually the childminder's 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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