

Ladybird Childcare

Brinnington Community Church, Northumberland Road, STOCKPORT, SK5 8LS

Inspection date

19/06/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practitioners have a thorough understanding of safeguarding procedures and their responsibilities to protect children and know who to contact, should the need arise, to ensure children are safe and well protected.
- Practitioner's good interaction with children supports their learning during their play and through discussions and questioning, this allows children to think critically and extend their learning.
- Children's independence skills are fully promoted and they are encouraged to do things themselves. Consequently, children make good progress in their learning.
- The manager has high aspirations, leads the setting effectively and strives for continuous improvement.

It is not yet outstanding because

- The observation and assessment systems are not yet fully embedded to ensure they always provide precise information about the children's progress, to enable practitioners to plan even more effectively so children make even better progress in their learning.
- Partnerships with parents are not yet fully developed in the sharing of information of children's learning and development. As a result, some parents are not as consistently involved as they could be in their child's learning.

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.

Inspection activities

- The inspector observed activities in the two playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability, qualifications of practitioners working with children and the provider's improvement plan.
- The inspector took account the views of parents and carers spoken to on the day.

Inspector

Alexandra Baxter

Full report

Information about the setting

Ladybird Childcare was registered in 2013 and is on the Early Years Register. The nursery provides funded early education for two-year-old children in the Brinnington area of Stockport. It is situated in two large rooms in Brinnington Community Church. There is a large outdoor garden. The nursery opens Wednesday 8.45am until 11.45am and Thursday and Friday 8.45am until 2.45pm. The manager holds an early years degree and two staff members hold early years qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- continue to develop observation and assessment systems to ensure they provide precise information on children's progress, which can then be used to support children's future learning
- continue to develop partnerships with parents so that there is a sharing of information and they are able to contribute to children's learning and development in order to support their emerging skills.

Inspection judgements

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

Practitioners have a good understanding of how young children learn and progress. As a result, they provide activities and resources to promote all areas of learning and development. Activities are age appropriate and children are able to access them independently, allowing them to develop new skills. Children's resources and equipment are stored at child height with pictures on boxes, supporting children's ability to easily identify them to make their choices about what they want to do. Practitioners carry out observations and assessments on the children as they play. They use development trackers to summarise the children's overall development in each area of learning. However, these are new systems and are not yet fully embedded to enable the information to be even more precise in supporting children's future learning. Children are assessed when they start at the setting through entry observations and parents complete an 'All about me' information document. Consequently, practitioners have a good understanding of the children's abilities and interests, to continue supporting them in their development. Summaries of children's progress for children aged between two and three years are completed and detail children's next steps, although, these have only recently been carried out and are yet to be shared with parents, this is because the setting has only recently opened.

Practitioners interact well with the children, questioning them in their play in order to get them to think critically and to promote further learning opportunities. For example, the children enjoy opening up their dinosaur eggs and finding out how the egg feels and smells, from questions posed to them. Children remain engaged in activities and spend long periods of time investigating and exploring as they enhance their own learning. The practitioners largely focus on promoting children's independence and for children to be able to do things themselves, for example, children go up and down the outdoor slide themselves and access educational programmes independently. The children also help set the activities up in the outdoor area with the practitioners, as they delight in completing their set tasks. This gives children a strong sense of belonging in the setting. The environment is designed to allow children to access resources and materials independently, all of which supports their skills to prepare them for when they move on to school.

Parents are encouraged to take home communication books that practitioners complete, detailing information on things their child has done and enjoyed. Parents are encouraged to contribute to these, to support an exchange of information from home and the setting. However, this is not yet securely embedded and is still in its early stages. Parents are happy with the care that their children receive and with the information given to them about their child's day.

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

Children have formed positive relationships with all practitioners and each child is allocated a key person to ensure they receive individual care tailored to their needs. Each child has settling-in sessions before starting the setting that allows them to feel safe and secure. Children are offered as many settling-in sessions as is needed, to fully support their emotional well-being. Children are well cared for and practitioners understand the younger children's needs, for example, a sleep area was set up for a child who needed a rest. As a result, children are happy, settled and very confident in their surroundings. Practitioners regularly offer children praise and encouragement to enable them to understand what is expected, therefore, children behave very well. Children are encouraged to play together and cooperatively, supporting their social skills. For example, the children enjoy and delight in watching the bubbles popping together. The setting is bright and welcoming and children's work is displayed so they are able to see it and gain praise and value for what they have achieved.

The children are offered plenty of outdoor activities, enabling them to be physically active and have access to fresh air. Children enjoy healthy, nutritious snacks and meals. They serve themselves their meals, allowing them to make choices and be independent. Fresh drinking water is offered to the children in order for them to remain hydrated, as well as drinks provided at meal and snack times. Practitioners follow thorough good hygiene practices when changing children and before serving meals, ensuring children are kept healthy. Practitioners encourage the children to follow their own example and understand good hygiene practices, by washing and drying their own hands before meals. Children

happily take acceptable risks by using the slide and balancing on tyres. Practitioners offer gentle reminders to the children to ensure that they have an understanding of their own and others' safety. Children with English as an additional language are supported by practitioners, who display words in the children's home language. This supports the children's developing understanding of their additional language.

As the setting is new, children have yet to make their transitions to school, the practitioners have transition report documents that they will fill in and have visits planned for local teachers to come and visit the children in the setting, to support their move. However, the practitioners have taken the children on a trip to the local school so that they can see and learn about the school they may be going to.

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

The manager and practitioners have a clear knowledge and understanding of safeguarding children and the procedures to follow in the event of any child protection concerns. As a result, children are well protected. Risk assessments are carried out regularly and all equipment is fully checked. The premises are kept safe and secure and the outdoor area is enclosed. The settings main door has a secure entry system, where parents or visitors are fully vetted before being let in. There are thorough recruitment and vetting procedures in place to ensure the suitability of adults working with the children. The setting has appropriate policies and systems in place to meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners are deployed effectively to support and supervise children at all times, ensuring children remain safe. Parents are informed about events and things happening at the setting through a newsletter and discussion with the practitioner. Additionally, this also informs parents of the Early Years Foundation Stage and how they can support their children's learning at home. There are parent notice boards available in the foyer that detail what has been provided for snacks and the schedule for the day's activities.

The manager has high aspirations for the setting and this is evident through the good practice of practitioners. A number of priorities have been identified by the manager through self-evaluation, which has enabled them to develop and plan for future improvements. All practitioners hold relevant childcare qualifications and they are highly skilled. Consequently, children receive high quality care and education. The practitioners are led and supported effectively by the strong management team. Consequently, children make good progress in their learning, this is especially so as the setting has only recently opened. Practitioners are very well supported through regular discussions and one-to-one meetings with the manager. The manager is beginning to conduct appraisal and supervision meetings, to ensure staff fulfil their roles and responsibilities and constantly improve the quality of teaching. The manager works with practitioners in the delivery of the educational programmes to ensure that children's learning and development is promoted at all times, so that they continue to make good progress across all areas of learning.

Partnerships have been formed with the local authority advisory teacher and other external agencies, such as speech and language and portage teams. This enables the practitioners to quickly access support for any children with additional needs. The setting has links with local childminders and the local schools, to support children in their transition through to the schools.

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	EY473303
Local authority	Stockport
Inspection number	949289
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	8
Name of provider	Ladybird Childcare Limited
Date of previous inspection	not applicable
Telephone number	07876820123

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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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