

Ladybird Nursery

Inspection report for early years provision

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Inspector Shazaad Arshad

Setting address Buchanan Sports & Social Club, Buchanan Street,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Ladybirds Nursery is privately owned and was registered under the new owner in 2006. The nursery operates from the first floor of the Buchanan Sports and Social Club situated in Ramsbottom, Bury. Children are cared for in the large hall. There is an enclosed outdoor play area which all the children share access to. The nursery opens Monday to Friday from 8am to 4pm term time only.

The nursery is registered for a maximum of 30 children under eight years at any one time. There are currently 25 children on roll and all are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and supports children with disabilities and those who speak English as an additional language.

The nursery employs seven staff of whom six hold appropriate early years qualifications at level 2 and 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children are made very welcome at the nursery which provides a caring and supportive environment. Children's safety and welfare is promoted effectively and their individual needs are fully recognised and valued by staff. Partnerships with parents and partners in the community are positive and promote good relationships. Children are provided with a positive range of learning opportunities which overall support them to make good progress. Staff are very committed to their work and have made significant improvements since the last inspection. There is a clear vision in place for the nursery to continue to improve and build upon their achievements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure children's development files are consistent in the assessment of following through the next steps in their development
- develop further ways in which children learn about the cultures and beliefs of others and increase resources and pictures of positive images around the setting.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities with regard to safeguarding children. All staff have updated their training to ensure they remain

informed about child protection issues. Contact details for the relevant safeguarding support agencies are recorded and shared with staff. There are effective systems in place to ensure the safety and security of the nursery. Daily risk assessments cover the premises, outdoors and outings with the children and are reviewed by all staff. Recruitment and selection procedures are robust. All relevant checks are carried out on new staff and effective systems are in place to monitor their ongoing suitability. Staff work very well as a team to ensure there is a clear purpose and vision for the nursery. This is reflected in improvements made since the last inspection. The nursery has implemented a range of changes to improve the welfare and quality of learning provided for all children. As well as addressing previous recommendations, the setting has used grant monies for the development of an outdoor area. The area offers new facilities to help develop children's physical skills and extend their learning opportunities. Weekly staff meetings provide good opportunities for the team to evaluate and reflect on their practice which contributes effectively to the continuous improvement plan.

The nursery provides bright and well-maintained surroundings for children. High-quality resources and equipment promote the use of natural materials and support all areas of learning effectively. Good use of space enables children of all ages to self-select from low shelves and baskets. These are labelled to support them in making independent choices. The nursery is proactive in their support and inclusion of different traditions and celebrations throughout the year. However, positive images of other cultures and beliefs on display are limited.

The partnerships established with parents are strong. The key person system enables consistent contact for them and their children which further strengthens relationships with staff. Children's individual 'All About Me' files provide photos and captions for parents to explain the learning and progress taking place. Ongoing opportunities are offered to enable parents to contribute to and share in their children's development through the effective use of home link books. Parents also complete questionnaires and participate in numerous community events with the nursery. They have also contributed their ideas to the new outdoor play area. Links within the local community are good and the nursery makes good use of other provisions to extend children's experiences. Partnerships with local schools are positive and support a consistent approach to children's transitional needs as they move onto school.

The quality and standards of the early years provision and outcomes for children

Staff are extremely child-centred and use their time very effectively to provide a welcoming environment, which caters for a broad range of individual needs. Robust systems are in place to ensure that curriculum planning addresses children's unique learning and development needs and specific learning objectives. However, staff also listen to children and plan activities that address their current interests, for example, developing the stage as a theatre area to extend children's interest in the theatre. They support children effectively by recognising that in some instances children may benefit from an individual care and learning plan. This is devised in partnership with parents and other professionals who work within

the local authority. Key workers complete sensitive observations of children, which are regularly reviewed to ensure coverage of all areas of the Early Years Foundation Stage. However, some records do not clearly identify how children's next steps are provided for.

Children attending the setting are all confident to communicate and staff extend and develop their language through sensitive and appropriate intervention. For example, children are encouraged to join in and construct more complex sentences as they rehearse familiar roles during pretend play as Doctors and Nurses. In addition, the children demonstrate a sound phonic knowledge and accurately name familiar letters displayed within the print rich environment. They show pride when they recognise familiar words, such as their name and the names of their friends. Staff use the Every Child A Talker (ECAT) model and children demonstrate the success of this as they make very effective progress in their speech and language development.

Children are extremely confident and self-assured as they clearly feel secure with familiar members of staff and consistent daily routines. They explore their surroundings and relate well to their peers. Children are supported to deal with their emotions positively. They speak together to describe feelings such as happy and grumpy. They begin to learn how to manage conflict as staff help them understand other people's feelings and to be caring towards others. This helps the children to foster resilience and develop strong relationships. In addition, staff are positive role-models and teach children to share. They initiate positive strategies to ensure children have equal time to use popular educational computer resources, helping children learn to share and take turns.

Mealtimes are very social occasions for children who bring in their own snacks. Parents are provided with valuable information on healthy eating in the informative starter packs. They are made aware of the setting's 'Golden Apple' award for children's oral health. Children name different fruits and vegetables and are able to distinguish between healthy and unhealthy foods. In addition, children's self-help skills are actively encouraged as they independently pour their own drinks from the water dispenser. Staff are keen to ensure that children understand the importance of good self-care and prevention of accidents. Children are involved in completing simple risk assessments through discussion, such as the danger of running down the stairs and the importance of road safety in preparation for the afternoon walk. They demonstrate a good awareness of safety and follow good hygiene practices. They understand the fire evacuation procedure and the importance of safe play within the hall.

Children enjoy some control over their day as they are able to make decisions, such as whether to take part in the large group activity of going out for a walk. Children are not pressured and are encouraged to demonstrate creative and independent thinking as they freely access resources that are stored at their level. For example, they explore information technology, musical instruments, science equipment, construction toys and a broad range of creative, sensory and natural resources. They are eager to learn and demonstrate strong mathematical competency. They skilfully count to fourteen and recognise numbers, shapes and

language to describe quantity and size. This positively supports children to develop skills for future economic wellbeing.

As a direct result of the stability of the caring staff team, children are extremely settled and secure within the nursery. Photographs of children enjoying and achieving are displayed around the hall to help them develop a strong sense of belonging. Children are supported and they prepare for their transition to school through effective transition arrangements with local schools.

Children are encouraged to learn about the local community as they enjoy outings and regular walks in their local area. They benefit greatly from seeing members of the local community who attend the social club based on the ground floor. The children now benefit from a specially designed outside play area, which provides for a wide range of physical play opportunities. In addition, children experience the changing seasons, weather patterns and enjoy growing plants. Regular visits to the allotment provide further opportunities for them to explore and investigate in different ways.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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