

Ladybirds Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY279805
Inspection date 23/11/2011
Inspector Trudie Walker

Setting address Halton Lodge Children's Centre, Grangeway, Runcorn,
Cheshire, WA7 5LU

Telephone number 01928 589234

Email

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ladybirds Neighbourhood Nursery is operated by the Pre-School Learning Alliance, and was registered in 2005. The setting operates from three designated rooms and associated facilities within Halton Lodge Children's Centre in Halton, Runcorn, Cheshire. There is access to two fully enclosed outdoor play areas. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year.

A maximum of 54 children aged under eight years may attend the setting at any one time. All of whom may be in the early years age group. There are currently 80 children on roll, all of whom are within the early years age group. Of these, 49 receive funding for free early education.

The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 17 members of staff, including the managers, 16 of whom work directly with the children. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 5 in early years, seven hold a qualification at level 4 in early years, and a further seven staff hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery and are cared for in a welcoming and inclusive environment. They benefit from a suitable range of activities and routines, which support most areas of their learning and development appropriately. Staff regularly observe children as they play, however systems to use this information to monitor their progress is still developing. The nursery has established effective relationships with parents and carers to enable them to contribute to their children's learning and progress. Most of the records to secure the children's welfare and safety are in place. The management and staff reflect on their practice as part of the ongoing process to satisfactorily maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- improve systems for monitoring children's progress, including consistently

- matching observations to the expectations of the early learning goals and identifying the next steps in children's learning
- provide further opportunities for older and more able children to increase their independence and self-care skills during meal times, including serving their own food.

The effectiveness of leadership and management of the early years provision

Appropriate procedures are in place for the recruitment, selection and induction of staff. This ensures that children are cared for by staff who are checked for their suitability to do so. Staff have a satisfactory understanding of the indicators of abuse and the procedures to follow should they be concerned about a child's welfare. Consequently, children are appropriately safeguarded. The entrance to the nursery is effectively monitored to ensure children's safety and security. A written risk assessment of the environment both indoors and outdoors mean that children can move around safely and freely. In addition, a full risk assessment is conducted of any type of outing undertaken with children. However, the written record of risk assessment does not include any assessments of risk identified for outings and trips. This impacts on children's welfare.

Overall, the appropriate organisation and deployment of resources enables children to develop and extend their own play ideas. Equality and diversity is satisfactorily promoted. For example, all policies promote inclusive practice, and the promotion of different cultural backgrounds is evident. Effective partnerships established with parents and carers ensure staff are fully aware of each child's differing learning style. Staff liaise closely with parents and carers of children who speak English as an additional language. They also include other languages within the nursery environment. This in turn enables staff to plan learning opportunities which meet their individual needs. Strong links with schools, other providers and external agencies ensure children with special educational needs and/or disabilities are well supported.

The newly appointed management demonstrate a positive commitment to improving the quality of the nursery for all children and their families. Ongoing self evaluation takes into account the views of staff, and has identified some priorities for development. As a result, there are sound plans in place to satisfactorily secure further improvement. The recommendations made at the last inspection have been suitably addressed.

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

Children are happy and settled within the nursery environment. They demonstrate good levels of confidence as they select activities which offer an appropriate level of challenge and interest. Staff have an appropriate understanding of the Early Years Foundation Stage and ongoing observation and assessment of children are undertaken. However, the information gathered, including matching observations

to the expectations of the early learning goals and identifying next steps in children's learning is inconsistent. This impacts on the monitoring of children's progress towards the early learning goals.

Children enjoy participating in group time stories and songs, and develop counting skills as they sing familiar action number rhymes. They are developing appropriate problem solving skills as pre-school children build and construct, or babies explore treasure baskets. Various opportunities for children to be creative are offered daily. For example, babies delight in painting using large brushes and pre-school children enjoy collage and modelling with recyclable materials. Children practise their early writing skills at the mark making table as they write with a purpose. As a result children develop satisfactory skills for the future as they become independent and inquisitive learners. Warm relationships between staff and children are formed and children behave appropriately. Children gain a satisfactory understanding of the wider community through meaningful themed activities as well as a range of related resources. For example, books, activities and displays depict positive images of age, gender, ability and culture.

Children develop a satisfactory understanding of what constitutes a healthy lifestyle. The outdoor environment offers ample space for children to pursue energetic activities, such as climbing, ball games and riding wheeled toys. They enjoy a varied weekly menu which offers balanced and nutritious meals. Fresh drinking water is available at all times. Children practise appropriate routines for their own personal hygiene, for example as they wash their hands before snack or mealtimes. Staff sit with children in their key groups to role model, encourage and support babies and younger children's independence skills. However, there are fewer opportunities for older and more able children to increase their independence and self-care skills during meal times. For example they do not serve their own food. Children develop an appropriate awareness of keeping themselves safe. For example, they know to ask a staff member when it is safe to play on the climbing frame. In addition, regular fire evacuation drills ensure children are clear on what to do should the need to evacuate the premises arise.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met