

# Ladygrove Day Nursery and Nursery School

Inspection report for early years provision

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31/01/2012

**Inspector**

Melissa Cox

**Setting address**

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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*.

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

Ladygrove Day Nursery and Nursery School opened in October 1998 and is a private nursery forming part of the locally based Bramleys Nursery chain. The nursery operates from purpose built premises on the Ladygrove estate and serves the town of Didcot and surrounding villages.

A maximum of 88 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year excluding public holidays. All children share access to a secure, enclosed outdoor play areas. An after school club provides care from 3pm to 6pm for a limited number of children.

Ladygrove is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 137 children aged from two months to under five years on roll. Children come from a wide geographical area. The nursery supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

The nursery employs 25 staff including auxillary and bank staff. Of these, 15 staff including the manager hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this welcoming and inclusive nursery. Most aspects of the learning provision and environment are good and help children to make suitable progress. Children are effectively safeguarded and staff implement excellent procedures to safeguard children's welfare. The nursery has outstanding links with other agencies and providers to successfully support children's learning. Strong relationships with parents successfully enhance children's learning and well-being. Robust evaluation strategies are used to target and implement ongoing improvements to the setting. The staff are enthusiastic and reflect upon their practice to identify aspects for development.

## What steps need to be taken to improve provision further?

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

- provide more regular opportunities for children to independently access and develop their skills in using information and communication technology

- review planning to allow children more flexible use of the outdoor area to further enhance children's enjoyment and learning opportunities

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

Children are extremely well protected because all staff have an excellent understanding of safeguarding procedures. All staff have completed relevant safeguarding training and are aware of their responsibility to refer any concerns about a child's welfare. Comprehensive risk assessments ensure hazards are reduced, and daily checks ensure the environment is safe for children. Security in the setting is very good with arrivals and departures being very well managed.

The play areas are well-organised to meet children's learning needs. Children enjoy everyday indoor and outdoor experiences and have access to a wide range of interesting activities. The nursery space is well used during the day with most children having free-flow access to an outdoor area. However, as there are set times for some groups of children to go out together, not all children currently access the outdoor area spontaneously, preventing them from further extending their play and learning. The setting is committed to sustainability and makes good use of resources, including the involvement of children in recycling items, such as, paper, cardboard and plastic. Children have adequate access to a range of programmable toys and equipment, such as computers. Opportunities for children to independently access and develop their skills in using information and communication technology are available although this use is not fully embedded in the planning cycle to allow for children to access all areas of learning through this media.

Children for whom English is spoken as an additional language and children who have special educational needs and/or disabilities receive good support which helps them make good progress. Key words in the child's first language are learnt and used by staff to enable children to settle more easily. The home language of all children is reflected within the displays and work that children have been involved in. A further range of equipment and resources are available in all the rooms for children to access but there is a limited range of books, which acknowledge and value children's first languages.

Relationships with the parents and carers are excellent. A wealth of useful information is gained from parents before children start to attend and this information is updated regularly on the specially developed information forms. The induction of parents and children is very comprehensive and ensures parents are very well-informed about how the nursery works. There are many ongoing ways that information is shared with parents, which actively encourages all those involved in the care of the child to have a sound knowledge of each individual child's background. Parents are encouraged to share information about children's home experiences and achievements, which in turn helps staff to plan activities that children will both enjoy and that value their family background. By sending home the nursery teddy bear, parents can be part of their child's learning by

writing together about the bear's weekend at home or by sharing photographs of family members to help children feel settled. Parents speak very highly of the nursery and comment that their children thrive because of the individual attention they receive from a staff team that are very welcoming, professional and friendly.

Staff work very effectively with other agencies to offer excellent support which helps children to make good progress in relation to their starting points. External agencies are invited into the setting to work with staff to support the children further, and regular visits from a quality manager ensures consistent and focused support for any additional needs. Staff review and adapt plans for their progression on a regular basis, which means they can deploy strategies which successfully enhance children's learning and well-being

Leadership and management is good overall. This is an ambitious nursery, with a well-qualified and enthusiastic staff team who receive very good support from the owner and management team. Policies and procedures are reviewed and updated accordingly and the manager makes good use of a range of monitoring activities relating to the provision and outcomes for children. All recommendations raised at the last inspection have been addressed. The evaluation of the nursery is comprehensive and involves the views of staff, parents and children and helps to drive forward improvements.

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

Children enjoy their time at the nursery and take part in a wide range of purposeful play opportunities. They are supported well as they have access to a good range of stimulating, interesting and challenging materials and equipment. All children have warm relationships with the staff and are very settled and contented. Children move around the rooms freely making decisions for themselves about what to engage in and what meets their needs and interests. The planning and assessments systems are well-organised and effective tracking systems enable staff to identify areas for future learning. This system ensures that every child makes good progress in line with their starting points and capabilities and that each child is challenged by the learning experiences provided.

Children play in a positive environment where they learn about appropriate behaviour and gain a strong sense of belonging. Staff are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. They are consistently positive and encourage children to learn about appropriate behaviour. A variety of methods are used which include reward charts, timers for popular activities and positive persistence when encouraging acceptable behaviour, for example, good listening, or sitting. Older children confidently make choices during play and are encouraged to consider their own and others feelings, as they take part in an activity about differences, with a favourite puppet. They enjoy and achieve because they are provided with a broad and interesting range of learning experiences and activities,

both inside and outside. Children learn about size, shape and measure through good practical activities, and experiment in the sand and water trays. They use size language to describe and compare when filling containers or during baking activities and sing songs that introduce them to early calculation.

Staff are enthusiastic and engage children's interest well. Children listen carefully and can recognise rhyming words and show good counting, number recognition and sequencing skills. All children are starting to develop their awareness of diversity through activities and resources. They access a good range of resources to help them positively explore and value differences and similarities in the wider world. Children demonstrate good coordination and spatial awareness. They skilfully manoeuvre wheeled toys around the outdoor area and happily build and climb on the play equipment indoors. Babies are able to crawl and pull themselves up on furniture to develop movement or practise their early walking skills as they guide walkers around the room. Children are eager to play and join in with the activities on offer, enjoying the support they receive from familiar staff.

Children start to learn about how to keep themselves safe through a range of topic work and stories. Very close supervision, with staff working well as a team ensure children remain safe when playing. Excellent individual support is given to young babies and so they feel settled and secure. They are cuddled to sleep, enjoy stimulating play opportunities and their feeding routines are effectively supported. Children have good opportunities to engage with the natural world. Planting and investigation through digging takes place in the outdoor area and children benefit from first hand experiences such as going on bug hunts or making potato salad from the potatoes they have grown in their garden.

Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before dinner or snack. Hygiene routines are good and promote children's good health. Children enjoy meals and snacks which are freshly prepared, balanced and wholesome. Special dietary needs or preferences are well catered for and staff work very closely with parents to ensure appropriate weaning plans are followed and home feeding routines are always observed.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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## **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