Ladybird Private Day Nursery
Eccles
Springfield House, 110 New Lane, Manchester, M30 7JE

Inspection date
Previous inspection date

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well the early years provision meets the needs of the range of children who attend</td>
<td>Previous inspection:</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>The contribution of the early years provision to the well-being of children</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The effectiveness of the leadership and management of the early years provision</td>
<td>1</td>
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</table>

The quality and standards of the early years provision

This provision is good

- Children's safety and security are given the highest priority in the nursery. Staff and managers demonstrate a very good understanding of how to safeguard children's welfare.

- Staff make effective plans to support children's learning using observations and accurate assessments of children's progress. They have high expectations for children, as they prepare well them for their next steps in learning.

- Partnership with parents and other agencies is highly effective in supporting children's welfare and learning. The nursery participates in a number of initiatives related to promoting children's good health.

- Evaluation of the nursery in order to bring about continuous improvement is highly comprehensive, drawing on the views of parents and staff, as well as the manager's lengthy experience in early years care and learning.

It is not yet outstanding because

- Recent staff training focusing upon challenging children by identifying their individual patterns of play has not been effectively monitored. This means it has not yet been fully implemented by all staff and it is not clear how this new initiative is improving practice and provision for children.
**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 toured the premises.
- Documents regarding staff suitability and their qualifications were checked during the inspection.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held a meeting with the manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out by the inspector and the deputy manager.
- The inspector and managers discussed the ways in which practice in the nursery is evaluated and examined documents related to this.

**Inspector**

Jennifer Kennaugh
Full report

Information about the setting

Ladybird Private Day Nursery Eccles was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by a private provider. The nursery serves the local area and is accessible to all children. It operates from eight rooms on three floors within a converted building in the Eccles area of Manchester. There is an enclosed area available for outdoor play. The nursery is open Monday to Friday from 7am to 7pm all year round, except for bank holidays. There are 16 members of childcare staff in total. Of these, the manager holds Early Years Professional status and one member of staff has a foundation degree in a relevant subject. 12 staff are qualified to at least level 3 in childcare. There are currently 77 children on roll, of whom 76 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It also offers care for school-age children Monday to Friday from 7am until 9am and 3.30pm until 7pm, and from 7am until 7pm during school holidays. The nursery receives support and advice from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- extend monitoring procedures to ensure recent training focusing upon supporting children's learning by identifying their individual patterns of play is effectively implemented by all staff.

Inspection judgements

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

Parents are asked for detailed information when children join the nursery regarding their children's progress in development, and this is combined with the staff's observations on children to assess their starting points. Staff then make frequent observations on children and compare these with age-expected developmental milestones in order to check for any gaps in learning. They keep detailed records of children's progress and use information about individual children and groups of children in order to target planning. For example, it was identified that a group of children who had recently joined were not achieving as expected in mathematical development. Plans were made to increase the amount of talk to extend early mathematical language and concepts. As a result, children's progress in this area of learning has improved due to precise assessment and planning. Parents are encouraged to provide information about children's achievements, activities and interests away from the nursery in order to provide further information for planning. They can see children's learning records whenever they wish and there are opportunities for them to review children's progress with their key persons. The nursery also provides direct ways for parents to become involved in children's learning, such as by the use of a 'take home'
teddy bear and dog, who are sent to accompany children on any special events, as well as at weekends. Parents are asked to contribute photographs with captions of the toy and their children, as well as any artwork created by children, to a diary book about the teddy’s 'adventures'. This supports children's early experiences of literacy, as they are contributing to making a book with their marks, in preparation for later writing skills. Children with special educational needs and/or disabilities and those who speak English as an additional language make good progress, as a result of the careful planning and partnership working in order to support this.

Staff plan interesting activities based on children’s observed needs and progress. For example, if they note that children are reluctant to engage in 'messy' activities that support them learning to make marks, they plan a range of inclusive activities of this type. They ensure that painting is freely accessible to children along with crayons and play dough, as well as offering more unusual opportunities, such as for children to make marks in mixtures of water and newspaper. Children are encouraged to rip up the paper and mix it with the water, while staff model language relevant to the activity such as 'sticky' and 'squash'. This enables children to have a first-hand learning experience to make marks in the mixture while their language development is reinforced. Children in pre-school make paintings as the basis for large-scale displays about sea animals, and staff make good use of the group activity to enhance their speaking skills by asking questions about their experiences of this. As a result, children extend their ability to speak in full sentences and recall events, as well as to talk about people who are not present, which reinforces their thinking skills. The activity also gives children an opportunity to be creative, as they choose from colours for paint, glitter and tissue paper in order to achieve the effect they want for their section of the artwork.

Babies are encouraged by staff to crawl and reach for toys, so that they have good opportunities to extend their physical development. Staff sing songs that babies show a preference for, and include actions for babies to copy. This helps to motivate them in their learning as they enjoy the activity. Staff play 'peekaboo' with babies using cushions to hide their faces. Babies later demonstrate learning from this as they copy the actions of staff by burying their faces in cushions when staff say 'Boo'. In the room for children aged from one to two years, staff encourage children to play with role-play equipment, such as the toy kitchen, so that they can use the activity to extend their knowledge of words. They provide sand for children to shape and scoop, in order to develop their manipulative skills. Staff count with children as they build with large blocks and introduce words for colours to help children learn these correctly. As a result, young children hear mathematical language to familiarise them with this before their next steps in learning regarding understanding sequence and quantity.

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

The nursery operates a key-person system in order to provide effective support for children’s emotional well-being. As a result of employing well-qualified and able staff, all children are settled and confident, including those who have only recently joined the nursery. This effective attachment to key persons facilitates children's learning and development well. Detailed information is sought from parents or carers prior to children
joining in order to meet their needs effectively. For example, information is recorded about any dietary issues, such as allergies, and also children's preferences for foods and their textures. Parents receive detailed daily information about their children's care and activities through both verbal and written means. They are encouraged to provide any changes to the information required to support their children's well-being through the use of diaries for each child that move between the nursery and home. Children's moves between rooms in the nursery are flexibly planned in order to meet their emotional needs, and parents are consulted before this process is begun. The manager has already implemented plans to support children's moves to other settings, such as full-time school, including for children who are only going to be in the nursery for a short period of time. Visits from teachers and other staff from their next settings are arranged so that these staff can see children learning when they are settled and secure. The manager has also implemented plans to support any children who need staff from the nursery to take them to visit their next setting, if parents cannot do this or request assistance in this circumstance. This means that partnerships with parents to support children's well-being are very good.

The premises are very well maintained and children's security is given high priority, with closed circuit television positioned at various points indoors and outside. For example, unauthorised entry is prevented as one of the cameras is focused on the main door, so that the manager can see who is asking for admittance. The premises are clean to prevent cross-contamination and support children's good health. This is reinforced by the nursery's participation in the local authority quality scheme for good hygiene. There are effective measures in place to support children's safety, such as key pad entry on some doors and comprehensive procedures in the need to evacuate the premises. Food and drink provided are healthy. Fruit and water are available to children of pre-school age or above at all times, so that they can learn to manage their own needs. Babies are frequently offered drinks to ensure their needs are met. Children are encouraged to serve themselves at mealtimes as soon as they are able, in order to develop their self-help skills and also reinforce their manipulative skills. They also enjoy being able to select from the large bowl of fruit in the reception area as they leave the nursery. This further supports their learning about foods that are important as part of maintaining a healthy lifestyle. The participation in the local authority's dental health initiative means that children have additional opportunities to learn how to manage their personal hygiene needs.

Children have access to the outdoor area at least daily and staff make effective use of outdoor play to enhance their cooperative skills, such as through group activities. For example, children enjoy playing with a parachute together, lifting it at different speeds to bounce soft plastic balls up and down. Children can tackle moving on a range of surfaces, such as low sloped bridges and artificial grass, as part of their physical development. The nursery has a variety of wheeled toys to develop children's whole-body coordination and enable them to take reasonable risk in their play. Effective use is made of external specialists in young children's physical play, with weekly outdoor sessions to ensure that children receive good levels of challenge in their development of whole-body coordination. Staff manage children's behaviour effectively so that this is very good. They achieve this through a range of positive means, for example, frequent praise for successes and small rewards, such as stickers. The nursery works effectively with parents to support children's good behaviour, such as by working to provide continuity in approach when children need
support in this area. Staff demonstrate expertise when using routine times, such as preparation for meals, to extend children's learning. For example, children help to count out plates and cutlery, and staff encourage children to join in song and rhyme while they wait at the table.

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

Staff have a very good knowledge and understanding of procedures in order to safeguard children's welfare. There are thorough risk assessments in place, which are regularly reviewed in order to minimise any risk to children's well-being. All staff and adults associated with the nursery are checked using the Disclosure and Barring Service to ensure that they are suitable. Procedures for recruitment are robust and the staff team has needed to be extended rapidly in order to accommodate unexpected demand for places for children. The manager has maintained her commitment to quality throughout this by continuing to only recruit staff who can meet the high standards of practice she requires. The induction process is rigorous for all new staff, as well as any supply staff and volunteers. This ensures that they have an effective understanding of the nursery's procedures for supporting children's welfare and development so that children can learn safely. All required documents and records are in place to support the safe and effective running of the nursery.

Quality of staff teaching is good, and in some instances, better, so that children make rapid progress in their development, including those who have only attended for relatively short periods of time. The nursery has worked in partnership effectively with the local authority to meet the needs of children with special educational needs and/or disabilities. This is by ensuring that the staffing is rapidly extended to a level that provides good support for these children's learning and well-being, while maintaining quality of provision. The manager has implemented robust systems to monitor the planning, observation and assessment of children's learning by staff in order to ensure that they are provided with activities precisely targeted to ensure challenge for learning is at least good. There is an effective system in place to monitor staff quality of teaching which includes daily informal observations by the manager in order to address small changes to practice rapidly. There is also a programme of regular formal observations on individual staff. Partnerships with parents are highly effective in supporting children's learning and care, and parents or carers are highly complementary about the individual approach given to the provision for each child.

The methods for evaluating the nursery's provision for children's well-being and learning are rigorous. Evaluation draws on a broad range of views, including the staff and parents. The manager makes good use of tools, such as staff quizzes and questionnaires, to parents in order to decide how to enhance the nursery. For example, she uses information about staff knowledge and understanding in order to target training and coaching to enhance their practice. However, it is not always clear how training is monitored and how this is improving practice across the nursery. For example, staff recently received training in recognising individual patterns in children's play, such as transporting objects. This has not yet been fully implemented by all staff and, as a result, it is not clear how this new
initiative is improving provision and practice for all children. The manager uses views from other professionals, such as through 'mock inspections' to assess the effectiveness of the nursery's provision and make plans accordingly for continual improvement. The manager has rapidly implemented a large number of quality assurance initiatives since the nursery opened, including for supporting children's healthy lifestyles, dental health and good hygiene on the premises. This is due to her long-standing experience as a result of holding a variety of senior managerial roles in other early years provisions. Overall, the manager demonstrates strong leadership and management skills which enable her to meet challenges highly effectively. For example, she extended the staff team quickly, in order to accommodate an intake of children with diverse special educational needs and/or disabilities.

**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

<table>
<thead>
<tr>
<th>Registered early years provision</th>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong></td>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Requires improvement</strong></td>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Met</strong></td>
<td></td>
<td>Met</td>
<td>The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.</td>
</tr>
<tr>
<td><strong>Not met</strong></td>
<td></td>
<td>Not met</td>
<td>The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.</td>
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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

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<th>Unique reference number</th>
<th>EY469762</th>
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<td>Local authority</td>
<td>Salford</td>
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<td>Type of provision</td>
<td>Full-time provision</td>
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<tr>
<td>Registration category</td>
<td>Childcare - Non-Domestic</td>
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<td>Age range of children</td>
<td>0 - 17</td>
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<td>Total number of places</td>
<td>80</td>
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<td>Number of children on roll</td>
<td>77</td>
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<td>Name of provider</td>
<td>Ladybird Private Day Nurseries Ltd</td>
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<tr>
<td>Date of previous inspection</td>
<td>not applicable</td>
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<td>Telephone number</td>
<td>07718613998</td>
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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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