

Ladybirds Neighbourhood Nursery

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



Inspection date	26 October 2018
Previous inspection date	18 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff are skilled in supporting children's creativity and love of interactive stories. Children immerse themselves in deep imagination as they share the experience of going on a bus ride and visiting a restaurant. This helps children develop a natural love for storytelling.
- Staff support children who have special educational needs and/or disabilities well. Children make good progress as a result of shared support plans, developed in partnership between staff, parents and professionals.
- Staff understand how children learn and develop. They provide a good variety of resources and interesting activities that inspires the children's natural curiosity and desire to explore.
- Staff work hard to create a welcoming, inviting learning environment for children. They make good use of the outdoor area to offer interesting challenges for children, who can choose to play indoors or outdoors throughout the day. These include a literacy shed, mathematical areas and a mud kitchen.

It is not yet outstanding because:

- At times, the way sessions are organised does not ensure that children have time to become engrossed in play without interruption.
- Occasionally, staff do not give quieter children the time that they need to think and respond to the questions they ask.

What the setting needs to do to improve further

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

- review the organisation of session times to ensure that children are able to become fully engrossed in play without interruption
- strengthen staff's questioning techniques, in particular with quieter children, to ensure that children have time to respond and maximise their learning.

Inspection activities

- The inspector spoke with staff and children during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the senior managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Alison Hobbs

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff carry out detailed risk assessments to identify and remove the risk of potential hazards to children. Staff support older children to recognise dangers within the garden and use a visual traffic light system to warn others of potential hazards. Leaders and staff track the progress of individuals and groups of children. They ensure that gaps in children's learning are recognised and addressed through planning to help meet children's specific needs. Leaders have a clear vision to raise standards even further to meet the needs of the community. Staff attend regular training, which helps to update their knowledge and skills. For instance, staff now offer children additional opportunities that support their natural curiosity and desire to explore.

Quality of teaching, learning and assessment is good

Staff spend a considerable amount of time working with parents, to gain information about children's interests and find out about what they can already do when they start at the setting. Effective systems are in place to support ongoing partnerships with parents, who report that they are well informed about their child's development. For instance, parents are provided with hints and tips of how they can support their children's next steps at home. Children have good support from an early age to explore new experiences. They are curious about new people and keen to learn. For example, children delight as they explore pumpkins and describe the experience to staff and the inspector. Staff maximise opportunities to promote mathematical skills. For instance, they encourage children to use numbers and count as they play and help them to consider more than, and less than, promoting their mathematical development well.

Personal development, behaviour and welfare are good

Staff support children's social and emotional development well. For example, they provide flexible visits to help children settle when they first start and offer additional trials when children move on to the next room. This helps children to settle quickly. Children behave well, they are polite, and staff provide them with a good role model. Staff give children regular and meaningful praise and encouragement to support their confidence and willingness to try new experiences. Staff promote healthy lifestyles and provide nutritious meals from the on-site community café. Older children independently serve themselves. Children have regular fresh air and are keen to develop their physical skills. For example, they relish opportunities to jump in muddy puddles and dance in the rain.

Outcomes for children are good

Children gain the skills they need for future learning and their eventual move on to school. Children are sociable, interested in one another and happily join in each other's activities. For example, children explore colours together and anticipate what will happen when they mix them together. Children show pride in their achievements. Children delight as they display their work on individual 'wonder walls' and share their work with parents.

Setting details

Unique reference number	EY279805
Local authority	Halton
Inspection number	10063150
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	56
Number of children on roll	85
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	18 November 2015
Telephone number	01928 589234

Ladybirds Neighbourhood Nursery registered in 2005. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks per year, excluding bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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