

Ladycross Ladybirds Nursery

Ladycross, Yeolmbridge, Launceston, Cornwall, PL15 8TN

Inspection date

Previous inspection date

26/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time in the setting exploring a wide variety of resources and materials.
- Strong partnerships with other agencies effectively supports children's learning and development
- The effective links and partnership with local schools helps prepare and support children for their moves on to school.

It is not yet outstanding because

- Parents are not actively encouraged to contribute to their children's assessments and planning
- Staff miss opportunities, such as snack times, to enable children to use their skills and knowledge purposefully, for example pouring drinks or discussing how many places need to be set.
- Though they have been addressed, safety measures had not covered all eventualities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector spoke with the manager/ early years professional and childcare assistant of the provision.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self evaluation and improvement plan.
- The inspector spoke with parents and took account of their views.

Inspector

Lynne Bowden

Full Report

Information about the setting

Ladycross Ladybirds Nursery opened in 2005 and re-registered in 2012, to be managed by the school Governing Body. It operates from a classroom at Werrington Primary School, Yeolmbridge, near Launceston. Children have access to the nursery and school playgrounds for outdoor play. In addition to the Early Years Register the nursery is registered on the compulsory part of the Childcare Register. There are 18 children on roll in the Early year's age range. Early education funding is available for children aged from two years old.

The nursery is open in term time only from 9am to 1 pm on Tuesday and 9am to 3pm on Wednesday and Friday. There are three staff employed to work with the children, one hold Early Years Professional status, another holds early years qualification NVQ level 3 and the third is working towards her NVQ2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve risk assessments to ensure robust security with regard to gates at the setting
- increase parents involvement in identifying children's development and planning for their next steps in learning
- improve opportunities for children to learn through everyday routines such as snack time and when setting the table.

Inspection judgements

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

Children make good progress in their learning. This is because staff use their observations and information from parents to learn about children's interests, establish their levels of development and identify their next steps. They use this information to plan and provide activities and experiences which engage and interest children and promote their development. Planning covers the developmental levels of all children attending. This is because staff tailor planning to meet children's individual needs, including children with special educational needs and/or disabilities. This results in good progress, with children from both ends of the development spectrum, meeting and exceeding their expected

targets.

Parents follow their children's progress in their children's learning journals. They attend meetings each term with staff who share summaries of their children's progress, including the two-year-old progress checks. However, assessment and planning systems do not encourage parents' active involvement in identifying and planning for their children's learning. Staff give children appropriate tasks such as preparing tables for snack and counting how many children are present. These roles give children a sense of responsibility and achievement as they complete these roles and develop their awareness and understanding of number. However, staff do not always extend this type of learning for example, by encouraging children to identify how many plates are needed and considering how many tables are need for snack time.

Staff show respect and enthusiasm for children's ideas and comments, supporting their creativity. For example, after creating patterns with cooked spaghetti and exploring it's texture, a child squashes a handful together and announces that it is a 'mud pie'. Staff encourage children to balance bean bags on their heads as they walk and some begin to run around the playground. This supports children's coordination and confidence in controlling their bodies. Children enjoy balancing on, climbing and controlling a range of outdoor play equipment to further support physical skills. Staff teach children to follow simple rules and take turns as they introduce them to traditional games. These include 'hide and seek', where children giggle and laugh as they run and hide around and behind trees and bushes. They learn to take turns as they play 'Farmer's in his den', led by the staff.

Children learn about what is needed for healthy growth and development as staff help them create mini greenhouses and grow their own seeds. Children measure and record this growth and learn about changes that occur in plants and animals, including humans, through activities and discussions together and with staff. Easy access to a range of books encourages children's early literacy and to share and discuss books and stories independently with their friends. They concentrate and listen to group stories read to them by staff, confidently commenting on pictures and the story line.

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

Children enjoy their time in nursery, where they confidently relate to the staff and feel safe enough to explore a wide variety of resources and materials. Staff give children warning and prepare them for tidy up times. Children listen to and follow instructions from staff and happily tidy toys away when requested. Staff praise and reward children's achievements and positive behaviour on their individual sticker charts. They encourage children's sense of belonging and their independence, by clearly labelling coat hooks, so children can store and find their belongings. Staff support children in choosing which activities and resources to use and participate in. Children confidently take themselves to the toilet and to wash their hands. They enjoy building and pouring sand. However, when staff pour out children's snack time drinks for them, children are not given opportunities to develop and use their pouring skills.

Staff raise children's awareness of the effect of exercise on their bodies as they encourage them to feel their increased heart rate. They encourage children to quench their thirsts from their individually labelled bottles of water on their return indoors. Staff remind children of the importance of hand washing, explaining how although their hands look clean, they may still have germs on them. Children learn about the importance of fresh air, sunlight, food and water to promote their own and plants growth, through projects and discussions with staff. They enjoy and benefit from nutritious snacks of cheese and a selection of fruits, when staff encourage them to try different foods.

Daily safety checks are carried out to ensure that the resources and areas children use are safe. Staff explain the dangers of spilt sand and how it increases the risk of slipping as children happily help to sweep it up. Children become familiar with the fire drill through their participation in regular drills. However, a recent event illustrated how despite having taken reasonable steps to secure the premises, all eventualities had not been covered. This incident led to increased supervision and plans to further improve security. Most children attending the nursery go on to attend the school, where they are already familiar with the premises and staff. Links are made with other local schools, so that children, going on to them, receive visits from their future teachers in the nursery. This enables children and teachers to meet and get to know each other in an environment where children feel confident. These links along with children developing skills in all areas of learning give children the confidence and skills they need in readiness for starting school.

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

Staff at the nursery endeavour to meet the safeguarding and welfare requirements. Checks have been carried out on all the staff regarding their suitability. Staff attend safeguarding training and demonstrate a good understanding and awareness of safeguarding procedures. All staff have current first aid training and effective measures are in place to meet children's health and medical needs. The building is secure, with the school secretary controlling access to the nursery and all visitors reporting to the office and signing in. The gate between the nursery garden and the school playground is kept bolted when children are using the garden. There are a further two bolted gates between the playground and the road. The staff and management responded well to a recent incident, following their procedures, informing management, Ofsted and the local authority and identifying further improvements to be made.

Effective partnerships are in place with other agencies. These ensure that together they meet children's needs well. This enables children to progress to levels which reduce the need for future support and interventions from other professionals.

Partnerships with parents are good. Parents feel confident about the care their children receive. They praise the child centred family atmosphere and the use made of the outdoor environment. They discuss their children's progress with staff and can read their children's learning journals. Display boards, letters and leaflets inform parents about the Early Years Foundation stage and routines and activities at the setting. Parents are encouraged to

support their children's learning through play packs and children taking nursery books home. However, parents are actively encouraged to participate in identifying children's development and planning for their next steps.

Staff have a good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards the early learning goals, linking their observations to guidance tools. Staff identify next steps for individual children and when necessary develop individual education plans for some children. The effectiveness of the educational plan is monitored and evaluated through visits and feedback by the local authority early years teacher. Internally, school governors and the head teacher evaluate the quality of the nursery. They carry out observations and monitoring visits. Regular staff appraisals identify training needs and support staff development. The manager maintains an overview of all children's progress and the balance and effectiveness of the education program. These systems demonstrate the nursery's commitment to continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	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.
Grade 2	Good	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.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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

Unique reference number	EY455993
Local authority	Cornwall
Inspection number	896498
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	18
Name of provider	Werrington Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01566772943

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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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