

# Ladybird Nursery

Fern Road, Farncombe, Godalming, Surrey, GU7 3ER



## Inspection date

7 August 2017

Previous inspection date

23 August 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the 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

### This provision is good

- The manager and staff develop very strong partnerships with parents and other professionals, which helps all children to make good progress in their learning. Staff identify children's additional needs and seek the support of other professionals to assist the children to make best possible progress in developing their language skills.
- Staff provide exciting and inviting opportunities and experiences for children. They routinely reflect on children's interests and stages of development. Children in the babies and toddlers' room explore all their senses, for example, they explore grasses, straw, logs and pinecones.
- Staff are very good role models of acceptable behaviour. They provide clear, consistent explanations of their expectations. Children learn to share, take turns and respect each other's feelings. They play cooperatively together and behave well.
- Staff help children to prepare for their transfer to school. Children are excited and enjoy dressing up in a variety of uniforms in their play during the summer term.

### It is not yet outstanding because:

- The management does not consistently track the progress children make throughout all of their time at the setting.
- Staff sometimes miss opportunities to plan to develop younger children's play to help further engage them in their learning and make the best possible progress.

## What the setting needs to do to improve further

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

- consistently track children's progress in their learning even more precisely
- continue to improve the quality of planning for the younger children to support them to make even better progress in all areas of learning.

### Inspection activities

- The inspector observed the children at play indoors and outdoors, and talked with the children about their activities.
- The inspector held discussions with the manager in relation to observations of children's learning and assessed the impact this has on their progress.
- The inspector looked at a range of documentation, including suitability checks, qualifications and children's records.
- The inspector held discussions with parents and staff.
- The manager provided a conducted tour of the setting to the inspector. She explained the activities, routines and expectations.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a very strong understanding of the learning needs of young children. Her insight helps staff to benefit from informed training and coaching. Staff report that they have developed their daily practice. For examples, following recent courses, they have improved on how young children learn an interest in words. In the babies and toddlers' room there are good resources of words, pictures and mirrors that help to support the youngest children to learn about their eyes, nose and ears. Safeguarding is effective. Staff have a good knowledge of child protection and effectively implement the up-to-date policies and procedures. Management rigorously analyses the strengths of the setting. For instance, it identified the need for support meetings to help staff know how to improve their practice.

### Quality of teaching, learning and assessment is good

The manager knows the gaps in children's progress. This helps her to provide additional training, support and guidance to improve the consistency of teaching. Staff in the pre-school class plan exciting activities to meet children's different starting points. For example, children have great fun making dough with flour and water. They count four handfuls of flour, staff comment and ask children why some children have more than others. Staff recognise when children are ready to join in and encourage the group to tell them how to make dough. Staff support children with additional learning needs effectively to communicate with others.

### Personal development, behaviour and welfare are good

The high-quality learning experience helps children to look forward to coming to the nursery. Staff and children enjoy being outside in all weathers. They experiment with pouring water into a system of tubes they have built together. They collect water in jugs to pour down the tubes to help boats float down to the ground. Children enjoy racing around the garden, they spin hoops and chase balloons they make float through the air. They notice sounds in the environment. Older children watch what staff do with the toddlers and are confident that they can do the same in their play area. For instance, they copy balancing on a track made from blocks. Staff help children settle quickly and most know their individual children well. Children enjoy the food that has been freshly prepared in the kitchen. They have opportunities to taste food from different cultures. For example, children enjoy a Mexican dinner and they name a crumble after a popular story character. They learn how to set the table and help themselves to food and drink.

### Outcomes for children are good

Children develop a wide range of words from the earliest age, for example, as they talk, sing and read stories. Good questioning helps children to use their own experiences to discuss what might happen in stories. They are able to recognise letters in their own names and write lists. They count accurately and enjoy measuring each other to find out who is the tallest. Children are well prepared for their next stage in learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 120088  |
| <b>Local authority</b>                           | Surrey  |
| <b>Inspection number</b>                         | 1095961   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 36  |
| <b>Number of children on roll</b>                | 59  |
| <b>Name of registered person</b>                 | Gary Twocock and Pamela Twocock Partnership                                       |
| <b>Registered person unique reference number</b> | RP524746  |
| <b>Date of previous inspection</b>               | 23 August 2016  |
| <b>Telephone number</b>                          | 01483 426717  |

Ladybird Nursery registered in 2000. The nursery is situated in the village of Farncombe in Surrey. The nursery is open five days a week from 8am to 6pm, for 51 weeks of the year. The nursery also offers after-school care. The setting receives funding to provide free early education for children aged two, three and four years. There are 13 staff members who work with the children. Of these, seven hold appropriate early years qualifications at level 3.

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