

# Ladybird Private Day Nursery, Folly Brook House



Folly Brook Day Nursery, 99 Parrin Lane, Eccles, MANCHESTER, M30 8AY

<b>Inspection date</b>	12 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Overall, the quality of teaching is good and in some instances outstanding. Observations and assessments are accurate and precise, and staff plan purposeful and challenging activities that help children move on to the next stage in their learning. All children make consistently good progress.
- The environment, both indoors and outdoors, is well organised. It is resourced with a wide range of high-quality toys and equipment that successfully helps to promote children's development in all areas of learning. This helps babies and children develop into confident, independent and motivated learners, in readiness for school.
- The key-person system is well established and effective. Babies and children develop close emotional attachments and a strong sense of emotional security. Care practices are highly successful in promoting children's good health and well-being.
- Partnerships with parents and other early years providers are excellent. This helps to promote good continuity and consistency of care and learning.

### It is not yet outstanding because:

- There are occasions when staff do not allow children sufficient time to think and respond to the questions they are asked.
- Occasionally, creative activities focus on an end product rather than the process itself.

## What the setting needs to do to improve further

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

- enhance teaching skills and provide children with sufficient time to think and respond to the questions they are asked, in order to further extend their already good communication and language skills
- enhance opportunities for children to express their own thoughts and ideas in order to develop their creativity and imagination.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as a sample of policies and procedures, children's learning records, the self-evaluation, and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment procedures ensure that staff are suitable to work with children and have a good understanding of how to protect them from harm. The manager uses her good knowledge, skills and expertise to guide, coach and mentor staff and carries out regular supervisions to, overall, manage their performance well. This has a positive impact on the overall effectiveness of the nursery. A targeted programme of continual professional development focuses on the quality of teaching and improving learning outcomes for all children. The manager effectively tracks the progress of all children who attend. All children are encouraged to make the best possible progress, and any achievement gaps are narrowing. Self-evaluation is ongoing and effective. Staff find out the views of parents and children through questionnaires and discussions. When children are asked about what they would like in the outdoor area they say 'I want some books outside, we can read them all up' and 'A bus, a bike, water outside. I want water, please'.

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

Well-qualified staff provide babies and children with a generally extensive range of experiences that captures their interests and enthusiasm. Children of all ages demonstrate high levels of attention and are thoroughly engrossed in their play. For example, pre-school children excitedly explain that they are making a beanstalk and growing a beanstalk in the garden. Children skilfully recall what happens in a story about this. This has a positive impact on the development of their literacy skills and helps prepare them well for school. Children listen attentively to staff during activities and ask them questions which help to extend their knowledge and understanding. Children who speak English as an additional language are well supported. Staff find out and use key words and phrases in children's home language to help them develop their understanding of English.

### Personal development, behaviour and welfare are good

Babies are nurtured by caring and sensitive staff. Staff respond to their needs to ensure that they remain comfortable and content. Babies benefit from exercise and fresh air and enjoy daily opportunities to access outdoor play. This has a positive effect on their physical and emotional well-being. Children are happy and relaxed in this calm, nurturing environment. Staff display photographs of children's families and significant people in their lives, which effectively helps to support the settling-in process. Children's behaviour is very good. Staff provide clear and consistent boundaries and teach children the difference between right and wrong. They manage any minor disagreements calmly and sensitively, taking into account the ages and stages of development of the children.

### Outcomes for children are good

All children make consistently good progress, including those who speak English as an additional language and those children whose starting points are below expected levels of development. Babies develop a strong sense of curiosity and positive attitudes towards learning. This helps to prepare them well for their next stage in learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY481143
<b>Local authority</b>	Salford
<b>Inspection number</b>	996845
<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>	80
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Folly Brook Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP533936
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 707 1234

Ladybird Private Day Nursery, Folly Brook House registered in 2014. It is managed by private individuals who run another nursery nearby. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 5, four hold level 4, and seven hold level 3. The nursery opens from 7am until 6pm Monday to Friday, all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

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