

Inspection of LadyBird Lane Nursery

St. Vincent De Paul Rc Church, 2 Witham Road, Isleworth TW7 4AJ

Inspection date: 16 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff welcome children and their families as they arrive to start the day. This supports children to separate with ease from their parents and carers. Staff are clear about the boundaries and well-established routine in place. This helps children to feel safe and secure. Children are happy as they play with their friends and staff. They are kind and behave well, showing they understand the rules of the nursery.

The curriculum supports children's development, and the manager and staff adapt it to meet the needs of the children who currently attend. For instance, they focus on children's social and emotional well-being as well as supporting them to become confident communicators. Staff support children's language skills well. For example, they use visual aids and encourage children to make choices. As a result, all children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points in development.

Staff support children as they model and engage in play with them. For example, children enjoy role playing with staff outdoors as they pretend to ride their bicycles to a petrol station. Staff support children to develop their literacy and mathematical skills while being active. They help children to develop positive attitudes in all areas of their learning.

What does the early years setting do well and what does it need to do better?

- Staff know the importance of knowing and following children's individual interests to support their learning. As a result, staff plan activities in all areas of learning and development based on children interests and chosen themes. Children concentrate for long periods in group activities, for example when staff sing songs with actions and puppets around the current theme of jungle animals.
- Children develop their communication and language skills through a love of stories and songs. Staff teach children new words, which builds on their vocabulary. Children with SEND are confident to share their needs and wants through visuals. As a result, children feel valued as they communicate their interests and express themselves.
- Staff use a range of opportunities to support children in their emerging understanding of mathematics. For example, staff encourage children who love superheroes to create homes of different colours and sizes for them. Additionally, staff model counting and use play to extend children's mathematical language.
- Children have a clear understanding of the expectations of their behaviour, in particular around the routine of the day. Staff support children with a change in

activities as they bang a drum. Children understand what is happening next and show excitement with their friends. For example, they tell the inspector that they need to sit down for group circle time, or instinctively help their friends to get their sun hats on before lining up to go outside.

- Children are active outdoors. They extend their large physical movements as they ride bicycles and kick footballs. Additionally, children benefit from a healthy and nutritious diet. This promotes their good health.
- Staff promote children's independence and encourage them to try things for themselves. For example, they give children a five-minute warning then they help to tidy away toys. Children serve their own food and pour their own drinks. However, staff do not consistently support children to understand about good hygiene. For example, they do not always encourage children to wash their hands before snack times.
- Leaders identify staff's strengths and training needs through peer observations and regular supervision meetings. Staff say they feel well supported in the guidance they receive.
- The provider did not notify Ofsted of a significant event as required. However, leaders acknowledge this was an oversight and they are now fully aware of their duty to notify Ofsted in the future. This oversight does not have any impact on children's safety.
- The special educational needs coordinator (SENCo) works closely alongside staff and external professionals to gain support for children with SEND. Additionally, staff communicate with parents about their children's progress, and parents say that they feel informed about what their children are learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to consistently teach children about good hygiene.

Setting details

Unique reference number	2723885
Local authority	Hounslow
Inspection number	10356102
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	Ladybird Lane Nursery Limited
Registered person unique reference number	2723883
Telephone number	07448325068
Date of previous inspection	Not applicable

Information about this early years setting

LadyBird Lane Nursery re-registered in 2023 due to change of ownership. It operates in the premises of St Vincent De Paul Roman Catholic Church in Isleworth, in the London Borough of Hounslow. The nursery operates every weekday, from 8am to 6pm, for 51 weeks of the year. The nursery employs a team of 10 staff, five of whom hold early years qualifications from level 3 and above. The provider receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a mealtime.
- The inspector looked at relevant documentation and reviewed the provider's evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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