



The Ladybird Pre School (Cottenham)

Inspection report for early years provision

Unique Reference Number	221886
Inspection date	07 December 2006
Inspector	Jean Goodrick
Setting Address	King Georges Playing Field, Lambs Lane, Cottenham, Cambridge, Cambridgeshire, CB4 8TB
Telephone number	01954 250891
E-mail	
Registered person	The Ladybird Pre School (Cottenham)
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ladybird Pre-school has been registered since 1994 and operates from a purpose-built building on the playing fields near to the centre of the village of Cottenham. There is an enclosed outdoor play area.

The pre-school is registered to care for a maximum of 52 children at any one time. There are currently 108 children on role. Of these, 55 children receive funding for nursery education. Children come from the local area.

The pre-school is open each weekday from 09:00 to 15:00 during term-time. Children attend for a variety of sessions. The pre-school supports children with special educational needs and English as an additional language.

Seventeen part time members of staff work with the children. Eleven members of the staff, including the manager, hold appropriate early years qualifications and two staff are working towards a qualification. The pre school is accredited with the Pre-school Learning Alliance quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because the provision has a highly effective approach to health and hygiene. Children benefit from the excellent partnership with the community health team who visit the provision and talk to the children. They learn about a healthy lifestyle and what happens to their bodies when they exercise. Physical activity is highly regarded and children are able to develop their physical skills in a wide range of activities on a daily basis. They enjoy outdoor activities in all weathers, riding on a range of wheeled toys, building with the bricks, balancing and playing ball games.

Children learn the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet and help to clean the table at snack time. Staff are excellent role models and conscientiously follow their rigorous hygiene procedures so that children are protected from cross-infection. Children say they are covering their mouth 'because they are going to cough'. Required documentation is in place to ensure good continuity of care. Staff are well informed about children's health care matters and most staff hold first aid certificates which are regularly updated so that they are confident to take action for the welfare of the children.

Children are becoming aware of good nutrition and the benefits of a healthy diet. They enjoy a cafeteria style snack and drink arrangement, pouring their drink and helping themselves to fruit. Packed lunches are provided by parents and meals are pleasant social occasions when adults and children sit together and children learn social skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, well maintained environment where risks have been minimised so that children can move around safely and independently. Children benefit from a good range of safety measures, for example, high door handles, a secure outdoor play area and excellent security arrangements to restrict access to the setting. Rigorous risk assessments identify potential hazards in the premises and equipment. Children learn about keeping safe through evacuation procedures which are practised on a regular basis and meaningful activities which help them to think about, for instance, who to go to for help. Visitors include the 'lollipop lady' so that children learn about road safety.

Children have access to a wide range of good quality, safe equipment appropriate for their ages and stages of development. Resources have been carefully chosen to support children's play

and these are checked regularly for safety and hygiene. They have good opportunities to access resources, follow their own interests and begin to direct their own play.

Children are well protected as staff have a clear understanding of their role in child protection. They regularly attend training to ensure their knowledge is up-to-date and in line with Local Safeguarding Children Board procedures. Parents are well informed about the settings responsibilities through a clear and detailed policy, which is included in the parents' brochure.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the pre-school. They quickly become involved in a range of stimulating activities in the well prepared environment. Children enjoy warm affectionate relationships with the staff who are sensitive to their needs. Staff listen and respond attentively to the children encouraging their communication skills and helping them to develop good self-esteem. Younger children receive respectful personal care and independence is fostered for all children during daily routines such as meal times and dressing to go outside.

Children benefit from the staff's sound knowledge of child development. Staff are developing their understanding of the 'Birth to three matters' framework and using it to inform their planning and practice. There are a mixture of adult and child led activities. Younger children are very well supported and encouraged as they try new activities such as using the paint roller and they gently 'snuggle-in' for a story as they tire and need quiet time. Older children make some use of the book corner. Children thoroughly enjoy the excellent range of messy play and imaginative games in role play and small world activities as they become engrossed in painting with large brushes, building the train set and busying themselves in the home corner. Staff make good use of outings in the wider community, such as the library, to extend children's experience.

Nursery Education

The quality of teaching and learning is good. Children are progressing well, supported by the staff team's confident and secure knowledge of the Foundation Stage. Planning is detailed and covers all areas of learning comprehensively. Children's achievement is clearly linked to the stepping stones. Staff use on going observations well to plan the next steps for their learning. Skilful use of observation and assessment also means that children are generally challenged appropriately. Staff use their questioning skills effectively to extend children's learning and activities, including key activities, build on what individual children know, understand and can do. As a result children are making good progress towards the early learning goals.

Children show a good sense of belonging as they greet each other and staff on arrival. They are eager to learn and show good perseverance with activities. They confidently try new activities and talk about what they are doing. Children have high levels of independence, freely selecting equipment for themselves and taking responsibility for their personal care. Children work co-operatively together and negotiate roles, for example, when acting out their imagined ideas in role-play. They listen intently to stories, joining in and predicting the next step. They recognise

and attempt to write their own names linking sounds to letters. Children independently use a range of tools and materials, accessing a variety of writing materials, which they use to represent their ideas, such as doctor's prescriptions, during imaginative play.

Children have opportunities to use numbers in practical everyday activities, such as counting the numbers of children present. They count to ten with increasing confidence and learn early calculation skills in familiar rhymes such as 'five currant buns'. Computer programs are used effectively to develop mathematical language and concepts. Children have some opportunities to develop ideas and methods to solve practical problems in everyday activities.

Effective use is made of time and resources to provide children with plenty of physical activities, and excellent opportunities to explore a wide range of media such as paint, dough, sand and water. Children learn about patterns and change in the natural world through regular topics, such as the weather, and they grow vegetables and herbs in their garden. They learn about themselves, their families and the wider world through discussion and topic work, such as festivals, and they have excellent contact with visitors from the local community.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed to the pre-school. Staff are exceptionally proactive in ensuring that the provision is made welcoming and accessible to all groups in the community. Children are highly valued as individuals and they have an very good sense of belonging. The pre-school gathers clear information from parents and carers to ensure children's needs are met. Children's spiritual, moral, social and cultural development is fostered. They have excellent opportunities to learn about the wider world and their local community. Children develop a positive attitude to others, learning about different cultures and festivals, and they have a good range of activities and resources which help them to learn about differences and similarities. The setting has very effective arrangements to care for children with learning difficulties and disabilities. Staff attend relevant training on a regular basis and work conscientiously with other agencies involved.

Children's behaviour is exemplary. They interact confidently with adults and their peers, learning to consider the needs of others and to work together co-operatively, for example, as they help to tidy up and take turns on the computer. Staff set clear boundaries and have high expectations for all children in the setting, and use their effective skills to support children as they learn to negotiate and take responsibility for their own behaviour. Parents are involved in all aspects of the pre-school and receive comprehensive information about the pre-school when they start. Children benefit from the settling in procedures which are based very creatively around their individual needs.

Partnership with parents and carers of funded children is outstanding. Staff actively seek parents' views about their child's needs, interests and achievements on a regular basis. This contributes significantly to children's well-being in the setting. Children's records are available to parent's on a regular basis and they meet regularly with their child's key worker to ensure that they know how their child is progressing. Staff are keen to involve parents in their children's learning. Parents receive information about current topics and activities with suggestions about activities that they can enjoy at home with their children.

Organisation

The organisation is good.

Children benefit from the rigorous system of ensuring staff working with children are vetted and suitable to do so. All required documentation is in place which contributes to children's health, safety and well being. Staff are conscientious about keeping records up to date. They are experienced and well qualified and regularly attend training to update their practice for the benefit of all the children. The induction programme and comprehensive framework of policies and procedures ensure that all members of the team, including students, are clear about their roles and responsibilities. Time, space and resources are used very effectively to provide a secure routine with a balanced range of activities to provide good outcomes for children. Overall, children's needs are met.

The quality of leadership and management of the nursery education is good. Managers are committed to further improvement and areas for development are identified, such as extension of the premises. Staff appraisals identify areas for professional development and staff are well supported in attending training, reflecting on their practice and putting their own ideas into practice. The manager has a clear understanding of her role in monitoring and evaluating the provision of nursery education.

Improvements since the last inspection

At the last nursery education inspection it was agreed that systems would be further developed to ensure that children's individual assessments would be used to inform planning so that activities build on what children know, understand and can do. Staff have developed a comprehensive system for planning and assessment so that children receive appropriate challenge in their activities. It was also agreed that the programme for children's mathematical development would be developed to give more opportunities for problem solving in everyday activities. A recommendation that mathematical development continues to be further integrated into everyday practical activities has been carried forward at this inspection.

At the last care inspection it was agreed that the organisation of the play area in the big Ladybirds room would be improved so that children have adequate space to carry out activities and access resources easily. Staff have been experimenting creatively in their use of the available space so that children can move around freely and access the good range of activities and resources. The complaints procedure was also identified as needing clarification. Staff are now clear about the procedures for complaints and a poster showing how to contact Ofsted is displayed in the entrance to the provision.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the book corner in the big Ladybirds room so that children make better use of the resources.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop resources and activities which support children's mathematical development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk