

Ladybirds Pre-School

Inspection report for early years provision

Unique Reference Number	254146
Inspection date	05 June 2007
Inspector	Melanie Calway
Setting Address	Walpole Cross Keys C.P. School, Sutton Road, Walpole Cross Keys, King's Lynn, Norfolk, PE34 4HD
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Registered person	Ladybirds Pre-School
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Ladybirds Pre-School opened in 1993. It operates from one room in a mobile building in the grounds of Walpole Cross Keys Primary School. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open Monday to Thursday from 09.15 to 11.45 during school term time. All children share access to a secure enclosed outdoor play area.

There are currently 20 children from two to under five years on roll. Of these, 12 children receive funding for early education. Children come from the village and the surrounding area.

The pre-school employs three members of staff who all hold appropriate Early Years qualifications. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well because there are good hygiene procedures in place. Children are encouraged to wash their hands before eating and after using the toilet and so are learning about good hygiene through the daily routine. Explanations are given to children about 'germs' so they understand why they should wash their hands. The toilets are equipped with low-level sinks so children can be independent. A low-level paper towel dispenser is provided to minimise the risk of cross-infection. Tables are wiped with anti-bacterial spray before being used for snack and staff use disposable gloves and aprons when dealing with food. All staff are trained in food hygiene.

Children's medical needs are met as two of the staff hold a current first aid qualification and a first aid kit is kept in the kitchen so that minor accidents and injuries can be dealt with. A record of all accidents is maintained. There is a system for recording the administration of medicines. Consent has not been obtained from parents to seek emergency treatment or advice to ensure that the setting has permission to take appropriate action in the event of an emergency. Children are protected from the risk of infection as there are clear procedures on excluding children who are ill and the list of communicable diseases is displayed for reference.

Children are able to rest, if they need to, in the book area which contains cushions and a comfortable chair. Children have good opportunities for exercise and fresh air as they play outside every day and can choose whether to play in or out. Children develop co-ordination as they play with balls or hoops outside. They are learning how to kick a ball or throw it through a basket ball net. They can balance on beams. There are occasions when an obstacle course is set up for them or they can play parachute games. Inside they develop manipulative skills as they use pencils, paint brushes, do jig-saw puzzles or use scissors and glue-sticks.

Children enjoy a healthy snack of fresh fruit, which is attractively presented and children are encouraged to try new foods, which they have not experienced before. Fresh drinking water is freely available from a small dispenser and children access this independently throughout the session to keep themselves hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises which are safe and suitable. There are procedures in place to ensure that children are kept secure. A stair gate restricts access to the main door which is kept locked while children are present and there is a system for recording visitors. The door is always supervised at arrival and departure times. The play room is attractive, bright and welcoming and provides a stimulating environment. Children access good quality resources, which are appropriate for their age and conform to safety standards.

Staff are well deployed to supervise children and follow children as they go in and out to ensure that they are safe. Daily checks are carried out to minimise risks, including a check of the outside area. Details of persons permitted to collect children are held along with their photographs to ensure that children can not be collected by anybody who has not been authorised by the parents. There are procedures in place for outings and a risk assessment is carried out beforehand. Children are protected from the risk of fire as the fire evacuation plan is displayed

and periodic fire drills are carried out so that children and staff are aware of what they should do in the event of a fire. Fire exits are clearly marked and the necessary fire equipment is in place.

Children's welfare is safeguarded as staff have attended training on child protection and would refer any concerns to the supervisor. However some of the information held on child protection is out of date and the current referral number is not readily accessible or included in the child protection policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and most settle quickly to a wide range of activities. The layout of the room is well planned to provide a stimulating and interesting environment where children can choose activities and access resources freely. Toys are stored in boxes in low-level units. Other activities include craft area, painting, home corner and an attractive book area. The outside area is used for the second half of the session when children can choose whether to play inside or out. Outside they can play with ride-on toys, a climb on train, a slide and play houses. Staff greet children as they arrive and position themselves at activities to support children as they play and suggest activities such as play dough or puzzles. Staff engage children in conversation and listen to their contributions. Children talk to staff about their experiences. Children's independence is promoted well as they make choices, use the bathroom, put on aprons, pour their own drinks and help to cut up the fruit at snack time. Children are forming friendships and play co-operatively together.

Children under three are cared for appropriately. There are plenty of opportunities for them to explore materials such as sand and play dough and the environment has been adapted to provide tactile and sensory experiences such as mirror tiles on the wall and a sensory board on the door. Staff have undertaken training on the 'Birth to three matters' framework pack and ensure that children under three can participate in the activities at their own level.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and plan activities to cover all six areas of learning. Staff position themselves at activities and engage children in conversation asking questions to promote children's language and thinking skills. Plans include learning objectives. However some opportunities are missed to provide challenges for children and to maximise their learning. For example, the focus of healthy eating week is not re-enforced with discussions of why we need to eat healthy foods and which foods are good for us.

Children are interested in the activities on offer and motivated to learn. They play well together with some children forming friendships and some older children helping younger ones. The environment is well-planned to encourage children's confidence and independence as they can access resources for themselves and put things away again. Children communicate confidently with adults sharing their experiences and adults listen to them and show an interest in what they are saying, asking questions to encourage children's communication skills. Children have opportunities to recognise print as their names are displayed on the door and they pick out their place mats with their names on at snack time. Writing materials are made available and children write their names on their work. Opportunities are missed for children to write for a purpose, for example, making shopping lists in the vegetable shop role-play. Children sit and

listen attentively at story time and join in. They also ask for stories on an individual basis and enjoy sitting with staff one-to-one or in small groups for favourite stories. Children enjoy songs at circle time and also on an impromptu basis.

Children have opportunities to count and perform simple calculations in the daily routine as they are asked how many cups are needed at snack time and how many pieces they need to cut the fruit into. They are using the language of size and shape as they make snakes with the play dough and compare the lengths and as they play with fraction boards. There are opportunities for children to explore and investigate with sand, play dough and with corn-flour and water. They learn about the world as they watch the plants grow in the green house. Staff bring in items to follow up children's interests, for example, photographs of a snake. Resources and displays about other cultures enable children to learn about the wider world as well as celebration of festivals. Children are able to access the computer and follow simple programmes with adult support. Children use their imaginations as they play in the vegetable shop, queuing up to buy vegetables or sitting at the till and giving out change. Outside they enjoy playing the big bad wolf. They have free access to paints throughout the session to create their own pictures and enjoy junk modelling, making shakers or helping themselves to resources to make their own creations.

Key workers make regular observations of children's achievements and these are kept in scrap books along with photographs and their learning records. Next steps are recorded for some children so that staff can help them to progress and these are taken into account when planning.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met as children and parents are invited to an introductory session where children have a chance to find out where things are before trying a normal session. Staff use these occasions to find out about the children so that they can meet their needs. Information about any special requirements is obtained on their record forms. Children are learning about other cultures and lifestyles as there are positive displays around the room showing how different people live and featuring celebrations from other cultures. Resources also reflect the varied world we live in. Planned topics include celebrations such as Chinese New Year to enable children to learn about the wider world. Children's moral, social and cultural development is fostered. They are forming positive relationships with adults and with each other and learning about the world through planned activities.

Children are given appropriate support. Children who may have learning difficulties and/or disabilities are monitored and observations are used to determine whether children may need extra support. The supervisor has attended training in this area and works with parents and other agencies to ensure that children have the support they need. Children behave well in the setting as they are happy and well-occupied. Children know what is expected of them as consistent guidelines are applied and the rules are displayed in the playroom and worded positively. Staff use positive language to manage children's behaviour and act as good role models. As a result children are learning to share and to say 'please' and 'thank you'. They say 'excuse me' when they need to get by and remind each other of the rules saying 'we must share'.

Children are cared for effectively because the setting aims to involve parents. They form the management committee and parents help out as volunteers in the session on a regular basis. The notice boards in the entrance area contain useful information about the group, including

a book for parents to put suggestions or concerns in. The telephone number of Ofsted is provided so that parents can contact the regulator if they should want to. Parents are also kept informed by means of newsletters and information sessions. Complaints are investigated and the management works with parents to try and resolve any concerns. The policy states that a written record will be kept of any formal complaints received. However the policy does not fully reflect the changes in regulations regarding complaints.

The partnership with parents and carers of funded children is satisfactory. Information about the Foundation Stage is provided in the brochure. Information sessions are held to explain the Foundation Stage and the children's assessments. However there is no system in place to ascertain children's starting points so that clear evidence of how they have progressed is shown in their records. Children's records are available within the group for parents to see and parents are offered regular consultations to discuss their children's progress although there is no system to encourage parents to contribute to children's records and become active partners in their children's learning.

Organisation

The organisation is satisfactory.

Children are cared for by suitable, qualified and experienced staff. All staff have undergone the necessary checks and evidence of this is recorded in the staff files. Volunteers are also checked and children are never left alone with un-vetted persons. The setting shows a strong commitment to training and staff attend a wide range of workshops to update their knowledge and skills. There is a qualified deputy who is able to stand in when the supervisor is absent. Staff are supported through induction and annual appraisals.

The premises are well-organised to give children a range of suitable activities. A key worker system is in place and this enables staff to observe and get to know their key children well. An accurate record of children's hours of attendance is kept.

Most of the required documentation is in place and is maintained in an orderly and accessible manner. However some of the policies and procedures are out of date and need reviewing, in particular the complaints policy and the child protection policy. Overall children's needs are met.

The leadership and management of the funded children is satisfactory. The committee meets regularly with the staff team to keep in touch with what is happening. A self-evaluation is carried out by the staff and is reviewed regularly. The quality of the service is monitored through links with the advisory teacher and staff undertake regular training to ensure that they are up to date with developments in child care and education.

Improvements since the last inspection

At the last inspection the group was asked to develop an action plan to show how to cover for the supervisor's absence. There is now a fully qualified deputy who is able to cover in the supervisor's absence. They were asked to update the child protection policy and to include the procedure to follow if an allegation were received against a member of staff. This has been done although some of the information held on child protection is now out of date and this will be a recommendation at this inspection. They were asked to make available to parents the complaints procedure. Parents are now made aware of how to make a complaint. A concerns book is on the notice board for parents to put in comments and the number of the regulator

is displayed. They were asked to provide regular opportunities for parents to receive information on their children's progress. Regular consultations are now offered when parents can look through their children's records and discuss their progress.

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

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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 satisfactory.

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):

- obtain written parental consent for emergency treatment or advice
- ensure that the information on child protection procedures is up to date and that the current referral number is obtained and made accessible to staff
- review policies and procedures to ensure that they are up to date, in particular include the referral number in the child protection policy and update the complaints procedure so that it reflects the changes in regulations.

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):

- provide challenges for children by picking up on opportunities for children to write for a purpose and to extend their learning through discussion linked to the focus of the activity, for example healthy eating
- continue to develop assessments to ensure that next steps are identified for all children, that information is gathered from parents to identify clear starting points for children's learning and that systems are developed to encourage parents to contribute to their children's records and become active partners in their children's learning.

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