

# Longslow Ladybirds Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY303776
<b>Inspection date</b>	01 July 2008
<b>Inspector</b>	Lesley Jane Bott
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<b>Registered person</b>	The Governing Body of Market Drayton Infant & Nursery School
<b>Type of inspection</b>	Nursery Education

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Longslow Ladybirds Playgroup was registered in 2006. It is situated within Longslow Primary School, in Market Drayton, Shropshire. The playgroup operates from a separate building within the grounds, and have access to their own kitchen, toilets and enclosed playground area. The setting is registered to care for no more than 36 children at any one time. There are currently 42 children on roll, and all of these are funded children. The setting operates from 08.55 to 11.25 five days a week, term time only.

There are currently seven staff working in the setting, all hold an early years qualifications. The setting receives support from the Local Authority.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children achieve well and enjoy what they do

The provision is good.

#### Nursery Education

Staff use good methods to maintain the children's interest throughout the session. The daily plan is flexible and children are able to make choices on where and who they play with. For

example, children choose by putting their photo on an appropriate page in the planning book on where they want to play today. Staff review the activities with the children at snack time and record this in their daily diaries. The children are grouped together into four small groups for registration and small group times. This ensures that they are confident and develop their self-esteem within their small groups.

The quality of teaching and learning is good. The staff team work to a weekly range of activities covering each area of learning. The learning intention is detailed and recorded and relates to the stepping stones and early learning goals to ensure that all aspects are covered. General observations on the children's progress are carried out on a daily, on-going basis, which is then transferred into their profiles. 'All about Me' record files are used as development records for parents to clearly see their child's achievements and progress over time. However, no initial assessment is carried out on children when they start the setting, for staff to be aware of their starting points.

Behaviour is well managed by consistent methods. For example, children are encouraged to understand the behaviour boundaries and use their manners, such as 'please' and 'thank you'. This ensures a secure, well-ordered, caring environment for children. Children are eager and motivated to learn and show a strong sense of belonging.

Children are beginning to recognise their own name, and self-register in the morning as they find and post their name tag in the post box. They particularly enjoy being the 'special helper' of the day, as they hand out the fruit and drinks at snack time. Children have a sound understanding of numbers and can count up to 10 and beyond. They particularly enjoy the lollipop game, where they roll a dice to determine the number of lollipops and another dice for a colour. They enjoy counting the lollipops out of the box, one child is very happy as she got purple because that is her favourite colour.

Children use a variety of writing materials such as pencils and felt tips and an interactive white board. They use books, for information, and enjoy the comfortable book corner. They use everyday technology such as computers and interactive white board. Children widen their understanding of their own cultures and community by inviting visitors to nursery, for example paramedics and a health visitor. Children have free flow play during the session and are able to access play activities outside on the playground. They enjoy physical activities as they ride bikes, and balance and climb on equipment to develop their physical skills. They understand about sharing as they use the egg timer for sessions on the bikes and favourite equipment. Children use small tools and construction materials with increasing control. For example, mixing paint colours for their jelly fish and deciding on sponges or paint brushes to achieve their painting.

Children express themselves through creative activities and role play. Playing with the dolls and dressing-up clothes or fixing things with the work bench and tools.

### **Helping children make a positive contribution**

The provision is good.

Staff have a good awareness of equal opportunity issues to help children learn about the world around them and develop positive attitudes towards others. Children are learning about their own customs and festivals, as well as others. As the children experience a visit from the local Chinese restaurant when celebrating the Chinese new year. Children's individual needs are

taken into account as they are able to choose their activity and where they want to play during the session. Children's spiritual, moral, social and cultural development is fostered.

Children behave well, they take turns, share and remember to say 'yes please' and 'thank you'. They tidy away resources on request and do what is asked of them. Children know and understand they need to put a hat on before going out to play, and do this independently. Currently, there are no children with learning difficulties and/or disabilities attending however the setting has appropriate policy and procedures in place to address this. However, the inclusion of all children is not always fully addressed. Strategies need to be in place to ensure that the needs of all individual children met.

The partnership with parents and carers of children in receipt of early education is good. Staff carry out a home visit for all children prior to starting the playgroup to ensure that children's needs are met and staff are made aware of children's likes and dislikes. Regular newsletters are in place to keep parents informed, together with a daily diary which includes information on what their child has played with today. An annual open session allows parents to come to the group to spend time looking through their children's files and chat to staff. In addition to this, the 'All about Me' booklet is accessible daily and available for children to take home anytime they want to.

### **Organisation**

The organisation is good.

All staff are qualified, and experienced to ensure that children's needs are met. Children's records and staff details are stored securely and available for inspection. Staff increase their knowledge and skills through attending training courses, together with new training on the Early Years Foundation Stage. Policies and procedures for the safe and efficient running of the setting are in place, and currently being reviewed to ensure that they are still relevant. There is a robust recruitment procedure in place and all new staff are appropriately checked, vetted and qualified. Children to adult ratios are maintained, and registration systems enable staff to know which children are in the building at any time. A record of visitors is maintained and appropriate arrangements in place to protect children.

The leadership and management of early education is good. Recruitment and selection procedures are robust and ensure that staff are suitable and children are well protected. Good arrangements are in place to monitor the planning and the development of all children. Performance management interviews are carried out annually on all staff, and weekly staff meetings ensure that staff are able to further their professional development. Staff are supported by the school head and link in with the schools planning with meetings with the foundation stage manager.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

not applicable

## THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### 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):

- develop procedures for assessing children to ensure that their starting points are identified
- further develop procedures to fully promote inclusion for all children.

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](http://www.ofsted.gov.uk)