

Littlebourne Ladybirds Pre-School

Inspection report for early years provision

Unique reference number 127346
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Inspector Peter Wakeman

Setting address Littlebourne C of E Primary School, Church Road,
Littlebourne, Canterbury, Kent, CT3 1XS
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Littlebourne Ladybirds Pre-School is managed by a committee. It opened in 1996. It operates from a mobile building in the grounds of Littlebourne Primary School, a few miles outside Canterbury. A maximum of 30 children may attend the centre at any one time. The centre is open each weekday, except Tuesday afternoons, from 09.00 to 15.00, term times only. All children share access to a secure enclosed outdoor play area. There are currently 38 children aged from two to under five years on roll; of these, 23 children receive funding for nursery education. Children come from the local area. The pre-school employs six members of staff. All of the staff, including the manager, hold appropriate early years qualifications. The centre receives support from an Early Years Development and Childcare Partnership advisory teacher.

Overall effectiveness of the early years provision

Littlebourne Ladybirds Pre-school centre provides effectively for children in the Early Years Foundation Stage (EYFS). There is a good focus on the individual needs of each child and it meets their requirements well by using activities and experiences tailored to their needs. Staff closely monitor children's progress and ensure all aspects of early year's development are addressed. Careful planning ensures good levels of challenge for all ages and abilities. The ethos of the centre is one of purposeful learning where children are well supported by caring adults.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- lead the staff in continuing their understanding of the revised EYFS criteria and ensuring that all aspects are put into practice
- ensure that assessment continues to inform planning by evaluating the current system to ensure it is both effective and efficient
- aid staff development by providing them with more opportunities to update profiles and so enabling them to gain more insight into children's progress

The leadership and management of the early years provision

There are effective safeguarding procedures which ensure children are well protected. Careful and thorough systems are maintained which make sure the centre has up-to-date records of both children and staff. The staff work well with parents and keep them informed of progress in their children's development and ways in which they can help their children at home.

The centre manager knows the strengths and weaknesses of the centre and has accurately identified priorities for future improvement. She leads the staff well and encourages them to develop their professional development by attaining additional

qualifications. Time is now set aside on one afternoon a week to monitor children's progress and to plan for the activities in the week to come. This has proved extremely effective in promoting a greater commitment to child-centred opportunities. There is a strong focus on children's learning and monitoring their progress. Assessment is being used to inform planning although this is in its early stages and the centre is still determining how this will be effectively used in the limited time available.

Information about children is shared and outside intervention is sought if it is considered necessary. Tracking is linked to individual profiles, which contain good judgements on children's learning, made by observation and evaluation of children's work. These are often substantiated by the use of photographic evidence. The recently adapted system is centred on the use of the Every Child Matters aspects. Parents are invited to contribute to this profile at the regularly held open evenings.

Staff are well deployed and have a good understanding of the learning objectives for each group. Children's contributions are observed and recorded. They form the basis of discussions during the planning and monitoring afternoon. There are good opportunities for independent learning and staff encourage children to contribute their own thoughts. They will often follow these up to aid the understanding of all the children in the group. Children enter the centre at a range of levels and make good progress to leave with standards in line with national expectations. Although there were no children with learning disadvantages and disabilities, evidence from children in the previous year showed they made good progress especially in the development of their social skills. There are close links with the three Primary Schools to which the children transfer and a good induction system that encourages parents to spend time during the initial stages of their child's education. As a result children settle in extremely well and as one parent said, 'I have a screaming match on the days he does not come'.

The quality and standards of the early years provision

Children enjoy their time at the centre because they are made to feel welcomed and valued from the moment they arrive. Staff have agreed that the previously unproductive time at registration was wasteful and so now all children become engrossed in play activities as soon as they enter. This gives a purposeful start to the day and encourages children to adopt good learning attitudes at an early stage. Each child has an identified key person who liaises with the parents. This has helped children to become confident when attending the centre and has made parents feel their children are particularly well cared for.

Every activity and task has a clear learning objective and staff are used effectively to note how this aids children's learning. They use clear links to the children's prior knowledge and reinforce this frequently. For example, as one group of children were engaged in making bread, the support assistant showed them how this was in the story of the 'Little Red Hen' that they had heard a few days previously. Children were learning through all their senses. Another group had discovered by accident that different boxes had different smells. The support assistant immediately

capitalised on this to encourage the children to decide if they were good or bad smells and why.

Children's welfare is of paramount importance and opportunities are taken to remind them of hygiene issues. Displays show children have been taught the importance of fruit and vegetables. At their snack time, children are encouraged to make their own decisions about when and what to eat. However, the centre does have a recording system to ensure all pupils have chosen and what they have chosen. Children gain life experiences in many of the planned activities which include opportunities to use ICT (information and communication technology). At the shop, one child was keeping an account of the purchases on the calculator and assisted by the support assistant was reaching the correct answer. Informal methods were used to set challenges to tackle problem-solving. One group was being asked to place their toy vehicles on relevant parts of a floor map where boats would need to go on the water and cars on the roads.

Children develop an understanding of the needs of others and are encouraged to share and take turns. There is a quiet ethos of a purposeful and caring environment. The younger children are active but do not disturb others working on their own tasks. Noise is minimal but everywhere staff are encouraging children to verbalise their thoughts and so develop their vocabulary and understanding.

Outdoor activities are available on a free flow system, which has appropriate supervision. Although this was not seen owing to the inclement weather conditions, discussion with staff and observation showed a good range of relevant activities including wet and dry tactile activities and available space for gross motor development.

Children move into groups, which are stage appropriate, nearer the end of the session and staff recap the morning's activities, encouraging input from the children. This enables staff to gauge what children have learnt and helps plan for the next steps.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

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.