

Ladybirds Preschool

Inspection report for early years provision

Unique reference number EY317986
Inspection date 29/01/2009
Inspector Kathleen Yates

Setting address Keelby CP School, Manor Street, Keelby, Grimsby, South
Humberside, DN41 8EF

Telephone number

Email

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Ladybirds Pre-school opened in 2006 and is committee run. It operates from a mobile classroom within the grounds of the County Primary School in the village of Keelby, North East Lincolnshire. There is one main room used for activities and children have direct access to an enclosed, outdoor play area. The pre-school also has occasional use of the extended school grounds. The group serves the immediate locality and the towns and villages of the surrounding area. There is appropriate access for children and adults with disabilities. There is also a disabled toilet.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school is registered to care for no more than 20 children, from two to under five years, at any one time. There are currently 48 children on roll and, of these, 22 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school has systems in place to support children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The Pre-school opens five days a week, from 08:30 until 16:00, during school term times. Lunch time is between 11:45 and 12:30.

There are eight staff who work with the children on a part-time basis. Over half of the staff have appropriate early years qualifications and the supervisors have a Level 3 qualification.

The playgroup is affiliated to the Pre-School Learning Alliance.

There are strong partnerships with the primary school for training, use of facilities, exchange of information and for transition.

Overall effectiveness of the early years provision

Ladybirds Pre-school gives children a good start to their education. Staff create a very happy environment in which children have many opportunities to explore, have fun and enjoy being with their friends. Children are kept safe and make good progress in their learning and development. Children from all backgrounds and abilities are included well in all learning activities. The pre-school offers good support for children who have learning difficulties and/or disabilities and those who speak English as an additional language. Leadership is effective so that the pre-school has made considerable improvements since the last inspection and is in a good position to improve in the future.

What steps need to be taken to improve provision further?

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

- set up a system to ensure all members of staff share in rigorous evaluation of children's progress.
- ensure all staff fully understand their roles and responsibilities for emergency evacuation of the premises in the event of a fire.

The leadership and management of the early years provision

Leadership and management of Ladybird pre-school are good. Staff are appropriately qualified and many have attended recent training to update their knowledge. They provide good levels of support for children's learning and development. Very good working relationships between the staff ensure the smooth running of the setting which is very well maintained with particular attention given to hygiene arrangements. Most policies and procedures are in place and are regularly reviewed to protect the children's welfare and keep them safe from harm. However, the managers acknowledge that there is a need to ensure procedures for evacuation of the premises in the event of a fire are clearly written and understood by all members of staff.

Partnerships with parents and with outside agencies are excellent. There is very close liaison with the host school. When the time comes for children to transfer into the reception class they are very well prepared as a result of thorough induction arrangements which ensure children's different needs are fully understood. Staff at the pre-school welcome the contribution of parents and carers in their children's learning and are constantly seeking new ways to involve them further, for example, through the sharing of learning stories.

Self-evaluation is accurate and staff constantly assess how to improve the setting's provision to make learning even more interesting. There are good arrangements for assessing children's progress. The managers have identified that children could achieve even more if their progress and attainment were watched and analysed more closely. They are keen to set up a system to involve all members of staff in the sharing of more rigorous evaluation of children's progress.

The quality and standards of the early years provision

Children make good progress and show positive attitudes to learning because of the good provision the setting provides. Staff provide children with good role models and place high emphasis on children's personal development. As a result, relationships are very warm; children are happy and settle quickly within the supportive environment. One parent said, 'I have to fight for a kiss, when dropping my child off, he is so keen to get into Ladybirds'. Both parents and children appreciate the attention key workers provide which helps to promote confidence and independence. In this way, children develop the skills to become well-rounded individuals with regular opportunities to express their ideas. They behave well, take turns respectfully and play together co-operatively.

Staff know their children well and take careful account of children's interests and ideas. Children benefit from the planning of a wide range of exciting experiences

where they are encouraged to explore and investigate all areas of learning through a good balance of independently chosen and adult-led activities. Daily access to a secure and well resourced outdoor area and the rotation of staff ensures children have good opportunities to develop their physical skills and to let off steam. A covered area protects them from adverse weather conditions and from too much sun. Children also use the outdoor area to grow vegetables in the garden area, and then prepare and cook them and finally eat them. Staff regularly assess children's progress in each area of learning so that they are challenged well and make good progress in the skills they will need for their future lives.

The children experience good levels of supervision and are developing a good understanding of how to keep themselves safe. Staff are vigilant in ensuring careful records are kept of children's personal details and through up-to-date training they have a good understanding of child protection and what to do if they have any concerns. Daily snacks provide good nourishment and children enjoy a wide range of physical activities which contribute to their understanding of a healthy lifestyle. Regular visits into the local environment, including to the library, help children to be aware of road safety and to develop a good understanding of the world around them and their role within it.

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?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.