

Ladybirds Pre-school

Inspection report for early years provision

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| Unique reference number | 145917 |
| Inspection date | 11/06/2009 |
| Inspector | Susan Mann |

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| Setting address | St. Francis Church Hall, Beatrice Road, Salisbury, Wiltshire, SP1 3PN |
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| Telephone number | 07951 919737 |
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Email

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| Type of setting | Childcare on non-domestic premises |
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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 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

Ladybirds Pre-school opened in 1996 and is managed by a parent committee. It is situated in a church hall in Salisbury and serves the local community. The premises consist of a playroom, an outdoor patio area, a kitchen area and two toilets. An area in the grounds of the hall has been enclosed to form a secure garden play area.

The pre-school is registered to care for 22 children aged between two and under five years old. There are currently 29 children on roll, all of whom are in the early years age range. The pre-school is open every weekday during term time from 09:15 to 12:00 and operates a lunch club between 12:00 and 13:00. The pre-school is registered on the Early Years Register.

The nursery employs four members of staff, all of whom hold and appropriate early years qualifications. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school provides a cheerful and good-humoured environment where children progress well through the Early Years Foundation Stage (EYFS). It is well-managed and future improvements and initiatives are planned to enhance children's enjoyment and learning. The setting strives to recognise the uniqueness of each child and to meet their individual needs. A particular strength of the provision is the way children are encouraged to make a positive contribution. The pre-school works successfully in partnership with parents and other providers of the EYFS so that all children benefit from a collaborative approach to their education.

What steps need to be taken to improve provision further?

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

- review the routine of the session so that children have maximum opportunities to learn and develop through play and exploration
- continue to develop observations and assessment systems in order to identify learning priorities in each area of learning for each child and extend the current format of planning to include identified next steps of children's learning.

The leadership and management of the early years provision

There is strong and effective leadership and management of the pre-school which puts high emphasis on children's well-being. The management committee ensures that requirements are met and children enjoy a good provision. For example, the setting's policies and procedures are currently being revised to reflect updated

practice and legislation. Good staffing procedures are in place to ensure that adults working with the children are suitable and trained to carry out their responsibilities well. The staff team is enthusiastic and skilled. They are deployed effectively and provide quality interaction with each child, which fosters self-confidence.

The pre-school manager is experienced and dedicated to her role. She has a good overview of the provision. She compiles an accurate self-evaluation of all aspects of the setting so that areas for development are identified and implemented. All recommendations from the previous inspection have been successfully addressed. Children's welfare is safeguarded well because there are robust procedures in place for recognising, recording and reporting concerns. Premises are safe and secure, and regular checks are made on all areas used by the children to ensure that all hazards are minimised. Resources are plentiful, and children select toys from low level storage which helps to develop their ability to make choices.

Children enjoy a collaborative approach to their care and education. The setting works very well with parents so that children receive consistent experiences between home and pre-school. The management committee ensures that the pre-school meets the needs of families who use it. Parents are actively involved in their children's education. For example they participate in sessions, and help their children find items from home for the 'sound box' activity. Parents are welcomed into the setting to talk to staff and look at their child's records at any time and can attend regular parent consultations to discuss their child's progress. Staff at the pre-school liaise with other providers of the EYFS so that children attending more than one provision benefit from a combined and informed approach.

Each child is valued and their individual needs are known and met. Children with learning difficulties and/or disabilities receive a good level of support to help them settle and progress. The pre-school works sensitively with parents and liaises with external agencies for additional support and guidance. Children learn about the wider world in meaningful ways which fosters their understanding. For example, families share their customs and cultures by visiting and talking about their celebrations and clothing.

The quality and standards of the early years provision

Children are engrossed in their play and have great fun at pre-school. They arrive full of enthusiasm and settle quickly into the session. They enjoy a good balance between child-initiated and adult-led play during the play elements of the session and this promotes their development in all areas of learning. Staff are attentive to children's individual developmental needs and they present learning opportunities in interesting ways so that children are motivated to learn. For example, children learn about space and size whilst playing in a selection of cardboard boxes in the garden. They estimate whether they will fit inside, and assess the size of box needed, whilst they laugh and giggle trying to squeeze inside boxes to hide. Children are extremely confident speakers. They articulate their thoughts and ideas with confidence, and staff always listen intently to what they have to say and show great interest. This builds their confidence further.

Sessions follow a planned routine, which staff adapt to suit children's needs and interests. On the whole, this meets children's needs well. Children are generally engaged in whole-group activities such as story-time and snack-time because they receive very good support from staff to hold their interest. However, on occasion these elements of the routine are too long. Occasionally some children begin to lose their concentration and this means their learning experiences are less good at these times.

Children's progress towards the early learning goals is assessed through regular observations which are used to plan their next steps in individual 'Learning Journey' books. These contain observations, supported by photographs and samples of work which demonstrate children's achievement. Staff know their key children well and ensure that their needs are included in the day's activities. All staff are very good at extending children's learning by asking pertinent questions which stimulate children's thinking. However, the next steps identified in the 'Learning Journeys' do not cover all areas of learning for each child. This means that the system of written assessment does not fully support children's progress and their next steps are not always included in the curriculum planning. The setting has already identified this issue and is taking steps to improve the system of assessment. Otherwise, the curriculum planning provides a clear view of how all areas of learning are covered to ensure that each child benefits from a comprehensive curriculum. Children participate in choosing what topics and activities to plan, so they are interested and involved in their own learning.

Children learn how to keep themselves safe. They practise fire evacuation procedures and visit the local fire station to learn about fire safety. On sunny days, children know to wear their sun hats and play in the shade. Children learn to promote their health well because the pre-school has good systems in place to support this. For example, there are visual reminders displayed about hand washing and hygienic toilet use. Children demonstrate excellent relationships with one another. They play extremely cooperatively and show exceptional care and consideration to one another. Staff are exemplary role models for children to follow. Each child is wholly valued and nurtured by the staff team which helps them develop their self-esteem.

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

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| 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

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| 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

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| 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? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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