

Ladybird Pre School

Inspection report for early years provision

Unique reference number EY377543
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Inspector Daphne Prescott

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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 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

Ladybird Pre-School was opened over 30 years ago and re-registered under its current owner in 2008 and operates from two rooms within a community building in Goring by Sea, West Sussex. There is access to an outside play area.

The pre-school is open each weekday from 09:15 until 12:15, with an extended lunch time session Monday, Tuesday Wednesday and Thursday from 12:15 until 13:00, term time only.

A maximum of 26 children may attend the pre-school at any one time. There are currently 27 children aged from two to five years on roll. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs five members of staff, including the managers. Of these, three hold appropriate early years qualifications. The setting is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school effectiveness in helping children to learn and develop is successful in raising children's self-esteem and igniting their enthusiasm for learning. Children's individual needs are well known, enabling staff to plan and provide activities that interest and encourage all children to participate at their own pace. They fully recognise the uniqueness of each child and demonstrate a commitment to inclusion, ensuring all children feel welcome. Partnership with parents and carers is effective and ensures good relationships are promoted and supports children's learning. The management and staff team are very committed to evaluating and continually developing the service they provide.

What steps need to be taken to improve provision further?

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

- ensure that the written risk assessments includes when and by whom they have been checked
- provide a wider range of accessible toys and resources to support children's growing independence by enabling them to further select toys and resources for themselves
- treat snack times as an opportunity to promote children's social development while enjoying food and highlighting the importance of making healthy choices

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the 01/05/2009

time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The management of the pre-school provides effective leadership to staff. They provide clear direction and support for staff and are proactive in evaluating their practice. This means that the provision for all children's care and learning is continually developed and improved. They also ask parents and carers to complete questionnaires, which are used as part of the pre-school's self-evaluation process. The strong working relationship between management and staff ensures that children are well cared for by a very committed team. They work extremely well together to provide an inclusive and welcoming service and an exciting, stimulating environment for the children to learn and develop. Furthermore, frequent team meetings are held and staff have opportunities to attend further training to build upon their existing skills.

Parents are warmly welcomed into the pre-school and are encouraged to share information about their child to enable good working relationships to develop. The team is able to recognise the benefits of working with parents and relevant agencies, ensuring each child is recognised as an individual. Parents can access their child's learning journals' at any time and staff meet with the parents to discuss their child's individual progress which supports them to continue their child's learning at home. In addition, parents are provided with information about the different areas of learning and development, which is displayed on the walls and helps them to be aware of the curriculum. Parents said that they are very happy with the service and have opportunities to meet formally and informally with their child's key worker. Comprehensive policies and procedures and most of the required documentation are in place. For example, staff maintain attendance records and complete the accident and medication book as required. However, not all parents have given their written permission for their child to receive emergency medical treatment and this compromises their welfare in the event of an incident occurring.

Children are cared for in a safe and secure environment. For example, staff continually supervise children's play, being particularly vigilant when they play outside in the garden. Staff carry out daily visual safety checks on the premises and written risk assessments are in place to ensure children are not exposed to hazards. However, the setting does not maintain a record of when and by whom risk assessments are conducted. Robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff are secure in their knowledge of safeguarding matters and implement these effectively to ensure children's well-being is given priority.

The quality and standards of the early years provision

Children are happily engaged in a variety of stimulating activities, which supports their learning and development. The staff use their knowledge of the Early Years Foundation Stage to provide an enabling environment, allowing children to make good progress. Space within the two rooms is used well, there is plenty of room which means that children are able to move around and play either at a table or on the floor in comfort and safety. Children play with the toys and activities that staff set up each morning with some additional play materials stored in low level containers so that children can independently help themselves. However, this is an area that requires developing to support children's growing independence by enabling them to choose a wider selection of toys and activities for themselves.

Children benefit from positive relationships with staff, enabling them to feel confident to express their needs and ideas. For example, during 'circle time' they happily talk about what they have been doing. Staff are calm, consistent and nurturing with the children. They ask questions that make children think for themselves and they learn through discussing their ideas. They skilfully play alongside children helping them to learn. Children have freedom to exercise choice from playing in or outdoors. The outdoor area provides children with daily opportunities to be adventurous under close staff supervision. They have a lovely time outside as they thoroughly enjoy playing with the soil digging and hunting for hidden treasures. Children develop their small muscle movements as they hold pencils and brushes. They have a great time blowing bubbles and painting the picnic bench with water as they use paint brushes to make sweeping movements with their arms. Children enjoy creating and constructing as they build tracks to ride their trains along. They listen intently to the adult reading a story who is able to capture the children's interest exceptionally well. Children also look at books alone and learn how to turn the pages carefully one at a time. They are developing their early writing skills, they have opportunities to write for different purposes and have access to a range of writing resources which they select independently. They enjoy different medias such as play dough and painting at the easel. Staff plan activities which takes into account individual children's needs and interests. They have good systems in place for observing, assessing and recording children's learning so that a clear picture emerges of how each child is developing. Children who speak English as an additional language are well supported by the staff. For example, they obtain key words from parents to help support communication.

Children are beginning to learn about how to keep safe as spontaneous discussions take place with the children during the course of the session. For example, staff talk to the children about the consequences of not using the chair correctly. Children participate in evacuation procedures so they know what to do in an emergency. They have opportunities to learn about their own personal hygiene as staff talk to them about germs and the need to wash their hands after taking part in different activities. Children are learning how to form positive relationships with other children, through the support that staff offer. Children are praised for their efforts and achievements which supports their self-esteem. At snack time staff and children sit together providing a social atmosphere for the children which helps towards developing their social skills. They are provided with healthy options such

as fresh fruits and they are also given toast. However, children are not learning the importance of healthy eating as there is no discussion about foods that are good to eat or that are unhealthy. In addition, they do not have the benefit of eating from plates, to develop good habits and manners. Children are able to access water throughout the session, so they are able to quench their thirst to remain hydrated independently.

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

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