

# Ladybirds Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	511118
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<b>Setting address</b>	Roebutts Close, Newbury, Berkshire, RG14 7AP
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Ladybirds Pre-school is located near the centre of Newbury and serves the local community. The setting has sole use of the premises, which consists of a main room, a smaller quiet room, toilets and a small kitchen area and separate art room. There is access to two outdoor play areas, one is covered and available all year round. The pre-school is registered on the Early Years Register and is a registered charity run by a committee.

The setting is registered to care for up to 30 children in the early years age group; there are currently 43 children on roll. The setting supports children with disabilities and/or learning difficulties and those who speak English as a additional language.

The pre-school operates during term time from 09:00 to 15:00 on Monday to Friday. A lunch club is provided for children bringing a packed lunch. Children who attend the pre-school may attend Honey Bears before and after school club which runs from 08:00am until the start of the session and from 15:00 until 17:15.

There are nine permanent members of staff. Of these, two have early years qualifications at level three and three others are trained at level two. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy excellent experiences within an extremely well organised environment. The pre-school staff and management embrace every child who attends and children demonstrate high levels of confidence and a keenness to learn. They take part in a huge range of interesting and stimulating learning experiences and make excellent progress. Rigorous self-evaluation and outstanding communication between management, staff and parents, ensures continual improvements are made in every aspect of children's care and learning.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the planning of the daily focused activities to ensure learning intentions are clear on the day.

## **The effectiveness of leadership and management of the early years provision**

A wide range of clear, well written policies and procedures and accurate completion of records ensures children's needs are extremely well met and that they are fully safeguarded. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Staff seek confirmation about the identify of all visitors before access to the premises is granted and make sure that all adults sign in and out. All staff receive regular appraisals which ensure that any future training needs are identified and relevant courses applied for. The managers and staff work very closely together to ensure the setting is organised efficiently and operates smoothly. An extensive range of information, such as staff deployment charts, fire safety notices and all aspects of the planning, is clearly displayed. This results in an efficient and professional approach to the organisation of the pre-school day. Risk assessment checklists are completed each day, and any safety issues quickly resolved. Staff are very clear about their roles and responsibilities, for example, which member of staff will supervise the outside area, prepare the snack or support children as they use the computers. As a consequence, children feel safe and secure and develop high levels of self-esteem.

The pre-school welcomes all children and is able to provide extensive support for children with learning difficulties and/or disabilities and those who are learning English as an additional language. Parents are provided with a considerable range of information about the pre-school and their child's progress, via a handbook and regular newsletters, access to a website and daily feedback from staff. They state that they are very impressed with the fact that all staff know their children well and that assessments of children's learning needs are made quickly and effectively. Parents have frequent opportunities to feedback their views on the setting through questionnaires and a suggestion/question box. They are offered a wide range of opportunities to participate in their children's learning, for example sharing library books, or talking to their children about resources they can take in to contribute to certain topics. All parents are welcomed in to help on the parents' rota and can join the committee. Management and staff work extremely hard to foster good relationships with parents, schools and other professionals who may be involved with the care of some of the children. They also work with the local authority to evaluate the provision and share expertise with other settings at regular meetings.

## **The quality and standards of the early years provision and outcomes for children**

Children play and learn in a very busy and productive atmosphere. All children have easy access to the high quality play resources and benefit from opportunities to 'free flow' between the indoor and outside environments. Knowledgeable staff understand that some children prefer to be outdoor learners and so they provide a full range of interesting learning opportunities, such as painting, role play or using pre-writing materials, in the varied outside environment. Children settle extremely well and quickly learn the daily routines of the session. They play enthusiastically and purposefully, confidently making choices as they move between each room

and the clearly defined learning areas. All staff are excellent role models, taking a positive and consistent approach and ensuring that children feel safe and secure. Consequently, all children are beginning to learn to interact well with both staff and their peers.

Staff consistently organise the environment well to ensure that it is interesting and welcoming for children and that they know exactly which activities are available at each session. Children have easy access to a huge range of resources and activities which enable them to make excellent progress in all areas of their learning. They delight in talking about the properties of the stretchy putty as they pull it into long thin strings, laughing as it breaks and falls to the floor. They think for themselves and solve problems as they work out how to join the boxes and tubes they have selected for their models and stop the tape from sticking to itself. They know that there are only two cups on the drinking table outside, which is not enough for the number of children, and search out a member of staff to help them to get some more. They talk about the shapes, sizes and colours of the collage materials as they make a card for a friend who is not well.

All children enjoy listening to stories and most concentrate well as a member of staff keeps their attention, involving them in making particular sounds or noises. Children who find it less easy to concentrate or join in are well supported as they are provided with other activities, such as helping a member of staff to tidy up or to prepare another activity. Children attempt writing for a purpose and know that the marks they make on their picture indicates it belongs to them and represents their name. Children's physical development is given good emphasis and children eagerly join in the move and shake session as they jump around like monkeys and sing the songs. Children behave very well and are polite and kind. They understand that they must raise their hand if they want to talk in a group situation and are beginning to learn to share and take turns. They all respond well to the praise they receive from staff and many offer to help to tidy away the resources.

Staff talk to parents about children's interests and preferences before children start at the setting and the key person for each child quickly gains an extremely good knowledge and understanding of areas where particular children need support. All staff complete numerous observations and assessments and pass these to the child's key person. As the staff get to know children better, they create a learning wheel which shows clearly each individual child's learning style, preferences and achievements. These assessments are clearly linked to the Early Years Foundation Stage and staff ensure that the knowledge gained is used to monitor children's progress and plan clear next steps. All staff complete this process accurately and effectively to ensure that activities are planned which provide sufficient challenge for all children and ensure progress in all areas of learning. Weekly planning ensures a comprehensive range of both child led and adult led activities takes place.

Children learn about keeping themselves healthy as they follow clear hygiene routines which are visually displayed, when visiting the toilets. They talk with staff about when they should wash their hands and know that they need to get rid of the germs as "they make us sick". Healthy eating is encouraged and children talk about the different types of food which are good for them as they enjoy the fresh

fruit and vegetables provided at the snack bar. Parents are asked to provide nutritious food in lunch boxes and children can freely access drinking water at any time during the session, helping themselves at the water stations. Any health needs children may have are discussed before children start at the pre-school and most members of staff are trained in first aid. All accidents or administration of medicines is accurately recorded and information shared with parents at the end of the day. Children learn how to keep themselves safe as they are reminded about the rules and boundaries at talking time. They talk about using equipment safely and sitting down while they eat and know that they should wear a sun hat in hot weather. Children enjoy helping staff to wash the toys and equipment, using the bubbles to clean the dolls' clothes or cars. All children and staff frequently practise the evacuation procedure and evaluate how long it took for them all to leave the building. Excellent documentation is kept near all emergency exits with records of the numbers of children and staff present, and children's contact details, ensuring their safety at all times.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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