

Ladybird Pre-School

Inspection report for early years provision

Unique reference number	511527
Inspection date	19/10/2009
Inspector	Carol Johnson

Setting address	St Laurence Church Hall, 142 Old Church Road, Coventry, West Midlands, CV6 7ED
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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*.

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Description of the setting

Ladybird Pre-school has been registered since 2004 and operates from St. Laurence Church Hall in the Bell Green area of Coventry. The setting serves the local community and has use of the church hall, together with kitchen, cloak room, entrance foyer and toilet areas. Also there is a fully enclosed grassed area available for outdoor play. There are ramps to the front and rear of the building to assist with access and a hearing loop facility is available in the main hall.

Sessions are from 9.00am to 11.45am, five mornings per week and 12.45pm to 15.15pm on Monday, Wednesday and Thursday. The setting operates during term time only and is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 36 children on roll, aged from two to five years. Children attend a variety of sessions. The setting currently supports a number of children with special educational needs and those who speak English as an additional language.

The setting employs five members of staff who work directly with the children. All hold appropriate early years qualification. Four staff hold a level three National Vocational Qualification and the manager holds a level four and holds a Foundation degree in Early Years. The setting receives support from the local authority early years advisory team and the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress as they actively participate in a wide variety of experiences that help to promote their all-round learning and development. Children's health and emotional wellbeing is flourishing and the environment is exceptionally well resourced and conducive to learning. A strong and consistent staff team, work alongside parents and other professionals to ensure that the setting is fully inclusive and meeting the needs of individuals and groups of children. Carefully considered reflection and regular evaluation is used to review and increase the range and quality of experiences offered to children and the effectiveness of policies and procedures. Plans for future development are ongoing and the setting demonstrates a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- develop strategies to help parents understand more about learning and teaching and consider further ways of helping them to extend and/or support children's learning at home
- extend self-evaluation methods to ensure that the views of others are gathered and used effectively to further improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff know how to safeguard children and clear child protection procedures are in place. A comprehensive child protection policy shared with staff and parents ensures that all adults are well aware of their individual and collective roles and responsibilities. Extensive risk assessments ensure that any potential risks to children are suitably identified and minimised and robust vetting procedures ensure that all adults working with children are suitable to do so. Staff expertise, resources and the environment are exceptionally well utilised and help to promote children's ongoing wellbeing, learning and development. The setting has accessed various grants since its last inspection and these have had a major impact on children. For example, a grant was used to purchase a range of storage solutions for the setting and these have helped to create an attractive and safe environment and increased children's ability to make more independent choices about their play and learning.

Children benefit from the enthusiastic and committed staff team. The manager is very well organised and her ambition and drive for quality is infectious and evident in everything that she does. Paperwork is extremely well maintained and all staff have attended a wealth of relevant training. Regular staff meetings provide opportunities for staff to cascade their learning amongst the team and share examples of good practice. All aspects of the setting are reviewed and evaluated on a regular basis and all recommendations raised at the last inspection have been fully addressed. The setting demonstrates a strong capacity for improvement, however, the views of all staff, parents and children are not always effectively gathered or used to inform the setting's self-evaluation and assess priorities for future improvements.

Staff demonstrate a clear desire to work in partnership with parents and others to improve outcomes for children. The setting's policies and procedures are inclusive and effective and staff suitably support children's transition between settings and exchange appropriate information with parents and others to ensure consistency of care and cohesion. Good systems are in place to support children with special educational needs and those who speak English as an additional language and staff utilise available support mechanisms to enhance children's experiences and development, for example, speech and language specialists. Staff adopt a range of strategies to try and encourage parents and carers to become involved in their children's learning and experiences at nursery. For example, they are invited on outings, to special events and to help out in the setting and staff are available on a daily basis to talk to parents about their child's welfare and progress. Parents spoken to during the inspection commented positively on many aspects of the provision, for example, how well their children had settled and the friendliness and

approachability of the staff. However, some parents expressed a desire for staff to share more information and ideas as to how they can further support and/or extend their child's learning at home.

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

Children are happy, secure and making good progress in relation to their starting points. They eagerly participate in the wide range of activities on offer and display high levels of self-esteem and independence. Children's safety is a priority and they are made aware of potential risks and how to prevent accidents, for example, they know not to run inside in case they should fall or bump into others. Children take part in regular fire drills and a variety of activities are planned and implemented around road and fire safety. Children are exceptionally well behaved and treat others and property with care and respect. They take turns in conversation, display good manners and help others when appropriate. For example, more able children help those that are struggling with putting on coats and shoes ready for outside. Staff lead by example and encourage an atmosphere of co-operation and calm, they promptly recognise and reward good behaviour and effort.

Staff demonstrate a strong knowledge and understanding of how children learn and develop. They help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Children learn about the wider world in many ways and these include access to a wide variety of resources that reflect diversity and participation in various activities inspired by religious and cultural festivals. Staff observe children on a regular basis and thoughtfully use what they see to help plan children's next steps in their learning. They also use information gained from parents and take into account children's own preferences and interests. Each child is valued for who they are and staff carefully consider the different needs of individual and groups of children, for example, boys and girls and those with special educational needs or English as an additional language.

Children's knowledge and understanding of healthy habits and good hygiene procedures is exceptional. The well designed toilet facilities allow children independence as toilets, sinks, soap and hand towels are all at their height and children are well aware of how to wash their hands properly and why it is important. Their physical skills are also promoted extremely well as they flow freely between the inside and outdoor environment during sessions. The garden area is particularly attractive and offers children plenty of space to run around and expend energy, together with safe places to dig, climb, explore and rest. Staff regularly alert children's attention to the positive effect of fresh air and physical exercise on their bodies. Children also go on outings and a trip organised to Ryton Organic Gardens helped to raise children's awareness of healthy eating and where their food originally comes from and how it is grown. Snack times incorporate healthy options and staff frequently talk to children about healthy choices and looking after their teeth.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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