



Courtney Ladybirds

Inspection report for early years provision

Unique Reference Number	EY276881
Inspection date	11 October 2005
Inspector	Valerie Anne Curotto
Setting Address	Courtney Primary School, Courtney Road, Bristol, Avon, BS15 9RD
Telephone number	0117 330 8049
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Registered person	Courtney Ladybirds
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Courtney Ladybirds registered in 2004 and is based in a classroom at Courtney Primary School in Kingswood, South Gloucestershire. Before moving to the current premises, the group was established for 26 years as Ladybird Playgroup. The group is managed by a voluntary committee, which includes parents of children attending and the school's reception class coordinator. Children from the local community attend. Care takes place in a self-contained area which includes the classroom, toilet

facilities and kitchen and office space. Children also have supervised access to various outdoor areas.

The setting is open Monday to Friday during term time, between 08:45 and 15:00. Children aged two and a half to 5 years can attend on a sessional basis; in the morning from 08:45 to 11:45, or the afternoon from 12:30 to 15:00. A lunch club operates from 11:30 to 12:30 for an additional charge and is available to extend either session for children or provide a full day, from 08:45 to 15:00. There are 29 children on roll, of whom 21 receive funding for nursery education. There are 5 members of staff, 4 of whom have an appropriate child care qualification. Staff have experience of supporting children with special needs and English as an additional language. The group is affiliated to the Pre-School Learning Alliance and receives support from the local authority. It is currently working towards South Gloucestershire's Quality Assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

A range of written policies and procedures are in place to support children's health and staff ensure hygiene standards are maintained by effective cleaning routines. Children develop appropriate routines to promote their own health, such as hand washing, and learn about healthy eating through the setting's commitment to providing fruit and vegetables at snack time. Children benefit from regular activities to promote their physical development. They enjoy movement to music, shrieking with anticipation when standing and sitting quickly to instruction on tape. They develop their spatial awareness acting out a bear hunt around the room and using bikes outside. However drinking water is not routinely available to refresh children after such activities. Information about children's health and dietary needs is sought from parents to ensure their individual needs are met and staff raise issues appropriately with parents as they arise. There are some inconsistencies in children's accident records and the format for medication records is not up to date.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The setting provides a welcoming, attractive environment for children and their families, with colourful displays of children's work. The room is set up appropriately to allow children safe access to table top and floor activities laid out by staff. A wide range of equipment is available to offer interest to children and support their play, although independent access is limited. Children learn safe boundaries for their play as staff reinforce these effectively and children share them with each other, such as no running. Written policies and procedures are in place to ensure the premises are secure and staff check equipment regularly to keep children safe. While a written procedure for lost children is not in place, staff are able to outline appropriate action to be taken if necessary. Fire fighting equipment is in place and regular drills ensure

children are familiar with procedures. Staff knowledge of first aid and child protection procedures further safeguards children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children appear happy and secure in their surroundings. They settle well on arrival and develop positive, warm relationships with staff. Caring staff are familiar with children's individual needs and younger children are offered cuddles when tired. Children enjoy a varied programme of activities including physical and outdoor play and a combination of free and more structured activity. They are able to influence activities within the flexible planning, requesting additional props to extend their role play and familiar tapes and stories. They develop positive relationships with other children, playing alongside each other and being supportive. They behave well as staff reinforce appropriate boundaries and emphasise consideration of others. The organisation of resources does not support children's independent access or encourage them to combine a wider range of materials, for example in craft activities. However children are familiar with what is available and staff constantly review what is out and change items not in use.

Nursery Education

The quality of teaching and learning is satisfactory. The children's day is structured well and activities are varied sufficiently, taking into account children's preferences. Children are familiar with the daily routine and are able to influence what is available. Curriculum planning is sufficiently broad using a range of topics throughout the year. However planning for physical development is not consistent in ensuring meaningful outdoor activity for children and to use available equipment effectively. Group activities are organised well by staff to involve children; children's contributions are valued as they engage in predicting the outcomes of stories and singing number songs. However planning is not sufficiently developed to enable staff to support children's learning as effectively across a wider range of activities, for example, during free play. A new format for children's assessments has recently been introduced and is yet to impact on planning for individual children's learning.

Children's personal, social and emotional development is fostered well. Children are able to make choices and some confidently ask for items to extend their play. They are helpful and play together sociably in small groups. Opportunities to develop independence skills in self care, such as pouring themselves drinks and sourcing their own resources are not extensive. Children enjoy stories at group time and learn to appreciate books individually. They develop an understanding of the letter of the week through a themed table and items brought in from home. Opportunities to reinforce sounds through everyday activities are limited. Children develop their understanding of number in group activities where stories are used well to reinforce number and introduce counting. They begin to recognise shapes through topic work although these are not as effectively reinforced during less structured activities.

Children enjoy regular movement to music, showing high levels of concentration while balancing and improving their coordination to action songs. They develop

hand-eye coordination manipulating small tools and playing a fishing game. Children use creative materials such as paints and glue each day during structured craft activities and chinks and play dough during free play. They enjoy singing and role-playing imaginatively together. Children learn about the world around them through topic work, such as growing cycles and visitors from their local community.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children are secure in their surroundings. They settle well and quickly become involved in activities laid out for them on arrival. Children's sense of belonging is fostered through use of individually named drawers and their birthdays displayed on a kite mobile. Their contribution to the setting is valued in displays of their work, including tie-died fabrics and seasonal friezes. They develop a sense of community through visits from local police officers and close contacts with the local school. Children's understanding of difference is supported by the use of resources such as posters and activities, where they learn about a range of cultural and religious festivals. Children behave well as staff provide positive role models and caring attitudes.

Partnership with parents is satisfactory. Positive, informal relationships with parents enable information about children's needs to be exchanged appropriately. A prospectus and newsletters provide some useful information to parents about their children's care and a wide range of policies and procedures are available on request. A clear complaints procedure is in place although a format for recording these is yet to be developed. There are limited opportunities for parents to be involved in their children's learning. While parents are provided with some information about the early learning goals and topic work, this is not always meaningful. Information about their children's development at home is not routinely sought or incorporated into children's assessments.

Organisation

The organisation is satisfactory.

Children are provided with consistency of care by a small staff team. The majority of staff are qualified and the team demonstrates an ongoing commitment to staff training and development. Appropriate recruitment and induction procedures are in place to ensure staff are suitable to work with children. A range of policies and procedures are in place to support children's care, although there are some inconsistencies and not all required policies are in place. Documentation, such as registers and children's records, is generally well organised and stored in a confidential manner.

Leadership and management is satisfactory. Regular team meetings are used to promote consistency of care across the staff team and designated staff, such as an administrator, have been appointed to support the management committee. The setting has begun to use self evaluation to support its ongoing commitment to

develop the provision. Staff are able to access appropriate support from their advisory teacher and continue to monitor the effectiveness of nursery education with the recent introduction of new assessment records for children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the registration in 2004.

The provision 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the organisation of resources to promote children's independent access and increase opportunities for children to develop skills in self care
- ensure records are maintained consistently and that a lost child procedure is developed.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop arrangements for involving parents in their children's learning; to ensure information provided to them is meaningful and that they are encouraged to share what they know about their children's development

- continue to develop the use of children's assessments to impact more consistently on planning and more effectively support individual children's learning.

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