



Ladybirds Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY312919 |
| Inspection date | 15 March 2006 |
| Inspector | Katy Elizabeth Wynn |
| Setting Address | Dishforth Airfield CP School, Short Road, Dishforth Airfield, Thirsk, North Yorkshire, YO7 3HL |
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| Registered person | Catterick Garrison Pre-School Group |
| Type of inspection | Childcare |
| 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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

Ladybirds pre-school opened in 2005 it operates from Dishforth Airfield community Primary School which is on the outskirts of Thirsk. The pre-school uses three rooms which consist of the main play area, office and kitchen area and bathroom/cloakroom. A maximum of 16 children may attend the setting at any one time. Ladybirds is open term time only from 09.00 to 12.00 and 12.30 to 15.00.

There are currently 28 children on roll from 2 to under 5 years. Some of the children that attend receive funding for nursery education. Children attend the setting from Dishforth Airfield community. The pre-school currently has no children with special

needs and no children with English as an additional language.

There are currently two full time members of staff including the leader who holds a recognised childcare qualification, an additional member of staff is also available and she holds a child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to develop a very good understanding about healthy practices through topics, activities and discussions with staff. They are fully encouraged to wash their hands after messy play, toileting and before snacks and this helps them effectively understand the need to practice good routines of personal hygiene. Children are kept very safe from the spread of infection. Staff clean tables before and after use and follow effective daily hygiene procedures. Children are well cared for in the event of illness or accident because staff follow effective policies regarding illness and accident. All the staff have attended a paediatric first aid course.

Children enjoy regular opportunities to play outside. They develop a positive approach to exercise through walks and regular opportunities for physical play. For example children enjoyed a walk around the grounds acting out and reciting the well known story 'Going On A Bear Hunt'.

Children are developing a good understanding about healthy living through staff providing fresh fruit at snack time and through participation in themed activities, such as growing and buying fresh fruit and vegetables. All children's individual dietary requirements are fully met and there are effective arrangements in place to ensure food is prepared safely, as all the staff have attended food hygiene courses.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are developing a sense of belonging in the warm, welcoming environment, which has good evidence of their play and activity. Space is effectively organised into different areas of play and this enables children to move around freely and safely. Children independently access toys and resources from trays and boxes at their height. All ages of children enjoy playing with a suitable range of well maintained toys and play equipment, including role play, jigsaws, information technology, arts and crafts.

Staff take positive steps inside the setting to minimise risks of accidental injury to children. For example, external doors are kept secure and risks assessments are regularly completed on resources, activities and areas that the staff consider have possible dangers. As a result children are able to use the areas inside the setting safely. At present children do not have access to a secure outdoor area, however, staff ensure that the children still benefit from the outdoor area through walks around

the grounds. Children are developing a good understanding of keeping themselves safe both inside and outside the setting. For example, through practicing emergency evacuations.

Children's welfare is effectively promoted. Practitioners have a sound knowledge of signs and symptoms of child abuse and are familiar with the procedure to follow if concerns are raised. They follow the procedures in the detailed child protection policy and this ensures children are well protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children have warm and friendly relationships with practitioners and as a result children are happy and settle quickly with ease. Practitioners listen to and value what the children are saying and younger children are confident in approaching them for help. Staff encourage conversations by talking about familiar things, such as other family members and pets. This helps to develop children's vocabulary and conversation skills. Children develop good self-esteem through staff praising, encouraging and reassuring them. As a result children are proud of their work and are willing to show it to other adults.

Children are developing new knowledge and skills through good interaction and by staff having a good knowledge and understanding of how children learn. Children have access to an excellent range of well thought out activities and resources such as role play materials, small world, books, jigsaws and arts and crafts. The activities provided cover all areas of play and are age appropriate. Practitioners plan activities effectively taking into account the children's different ages and abilities. Children have the opportunity to revisit activities throughout the week and their learning is developed through skilful planning. For example, a farm was set up for imaginative play and the children could put Wellingtons on and go into the interactive farm area where they could build the farm and use the small world animals. This farm area was also used to display children's work, making the area very attractive and giving children a sense of achievement.

Children are able to use their initiative well. For example, they are able to easily access and choose resources and equipment to initiate their own activities. Staff implement routines and procedures which encourage independence, the café style snack table enables children to choose when they eat their snack. Also the older children access the toilet facilities on their own and this develops children's independence.

Helping children make a positive contribution

The provision is satisfactory.

Children are highly valued as individuals. They are treated with equal concern and staff use detailed registration forms and talks to gain all the necessary information to effectively meet each child's individual needs. Children develop a positive attitude to

others and have many opportunities to learn about the wider world and community. They celebrate different cultures, festivals and can access a good range of resources that promote equality of opportunity. There are suitable arrangements in place to care for children with special needs and all children are valued, regardless of ability.

Children are developing a good understanding of responsible behaviour and generally behave very well because the staff have clear strategies and are consistent in applying agreed procedures. They are successfully learning to work harmoniously with others through staff encouragement. For example, children take turns in the construction area and understand that it is limited to three children at any one time. Staff are skilful at developing activities and changing the planning when children lose interest.

Parents are given detailed information about the setting through newsletters, notice boards, and a welcome pack, however, some parents stated that they were not fully informed about their child's time at the setting. Practitioners are in the process of developing strategies to ensure parents have suitable opportunities to be involved at the setting and ensure they are given the opportunities to discuss any issues relating to their child.

Organisation

The organisation is good.

Children have the space to play and move around freely and safely in a well organised room. They are given effective support and encouragement by well deployed staff, who help children feel secure and confident. Children are kept safe and healthy as staff attend appropriate training, including first aid and food hygiene. There are satisfactory procedures in place to recruit staff and ensure they are suitable to work with children.

Staff have an excellent knowledge of the National Standards and are also using the Birth to three framework. All of the required documentation is in place to meet the National Standards. Staff are aware of the policies and procedures and fully implement these detailed policies. This has a positive impact on the children ensuring they receive consistency of care. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable as this is the first inspection since registering.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last Inspection.

The provider 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

On the basis of the evidence collected on this inspection:

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

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):

- make outdoor area safe or inaccessible for children
- improve information to parents about their child's experiences and achievements.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk