



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205384

DfES Number: 543078

### INSPECTION DETAILS

Inspection Date 07/12/2004  
Inspector Name Rachel Wyatt

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Ladybirds Pre-School  
Setting Address Lyppard Grange Community Centre  
Ankerage Green  
Worcester  
Worcestershire  
WR4 0DZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Ladybirds Pre-School

### ORGANISATION DETAILS

Name Ladybirds Pre-School  
Address Lyppard Grange Community Centre  
Ankerage Green  
Worcester  
Worcestershire  
WR4 0DZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Ladybirds Pre-School Playgroup opened in 1993. The group is located in a large hall in a community centre in the Warndon Villages area situated on the outskirts of Worcester City. There is an enclosed outside play area, with some fixed play equipment, and opportunities to go for local walks and on a trip once a term.

There are currently 58 children from 2 to under 5 years on roll. This includes 40 funded 3 and 4 year olds. Children attend for a variety of sessions. The group supports several children with special needs and support is available for children with English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00 Monday to Friday, and from 12:10 until 14:40 Monday to Thursday.

There are eleven part time staff working with the children, eight of whom have, or are working towards, early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership, and group representatives attend local early years partnership and providers' forum meetings. The pre-school is a member of the Pre-school Learning Alliance, and has achieved a gold award in the 'Growing Together' quality assurance scheme.

### How good is the Day Care?

Ladybird's Pre-School provides good care for children. A very effective and caring staff team organise a welcoming and stimulating environment for children and their families, and where children soon settle to the many well set out and resourced activities. Adults know the children well and ably support their play and care needs. Documentation is efficiently organised, including a comprehensive operational plan, with just some minor omissions in the special needs policy.

Children are well cared for. They enjoy relaxed, social snack times and have many opportunities to learn about healthy eating. They help themselves to drinks from the

water dispenser and are sensitively encouraged to develop independence in their personal hygiene. The premises are clean and safe and children are well supervised. Staff are familiar with safety and health procedures, although there have been two random occasions when accident records have not been signed by parents, but in all other respects record keeping is exemplary.

Children are provided with a range of interesting and absorbing activities which cater for their different levels of skill and understanding. Good use is made of free play activities to encourage both their creativity and imagination, but also to introduce aspects of numeracy and literacy such as making lists and collecting pretend money in the shop or office role play area. Good opportunities are created for keyworkers to spend time with individual children to get to know them, to assess their skills and to give support. Children are familiar with staff's expectations of behaviour and generally respond well to these. They have opportunities for choice, often play co-operatively and help with tidying up or simple tasks.

There is a close partnership with parents based on regular exchanges of information between staff and parents, and a wealth of helpful information about all aspects of the provision.

#### **What has improved since the last inspection?**

At the last inspection, the group was set an action to devise and implement safe procedures for outings and to ensure staff were aware of these.

Suitable procedures for outings are in place, to ensure good adult to child ratios plus effective supervision and care during outings. Staff are aware of these procedures. They ensure parents have given their consent, everyone knows which children they are responsible for, and appropriate records and first aid equipment are taken. Children enjoy regular local walks and once a term the group goes on a trip further afield.

#### **What is being done well?**

- Children quickly settle in the inviting pre-school environment where staff lay out activities well, with attractively set out and accessible toys and equipment. Colourful displays and discreet activity areas all add to the welcoming atmosphere.
- Children take part in an enjoyable and worthwhile range of activities which offer them choice, challenges and opportunities to express their ideas and feelings. There is a good balance of creative, free play, small and large group activities, and quiet and energetic times.
- Children are well cared for and staff are proactive about finding out about children's individual care needs. Children are sensitively encouraged to develop self reliance in seeing to their personal hygiene. They are confident to help themselves to drinks of water, enjoy many worthwhile opportunities to talk about healthy eating and to help prepare food.

- Parents and carers are warmly welcomed in the setting and have access to high quality information about all aspects of the setting and their children's experiences. They are able to exchange information about their child's skills and progress, and follow up activities at home especially when 'Lucy Ladybird' pays a visit.

#### **An aspect of outstanding practice:**

A very effective staff team work well together, and clearly understand their roles and responsibilities. They relate well to the children and develop a close partnership with parents, especially through effective keyworker and parent meetings. As a result sessions are well organised, run smoothly, children's needs are clearly understood and they receive high quality care.

#### **What needs to be improved?**

- consistency in ensuring parents always sign accident records
- the availability of information in the special needs policy about the group's strategies for meeting the requirements of the Disability Discrimination Act.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Make sure parents and carers always have opportunities to sign accident records.
10	Develop the setting's special needs policy so it reflects their practice in meeting current Disability Discrimination Act legislation.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Ladybird's Pre-School provides very good nursery education. Children are confident, articulate and purposeful and making very good progress in all areas of learning.

Teaching is very good. An able staff team plan and organise many rewarding activities. Plans are comprehensive with clear learning outcomes. Staff create a stimulating, inviting environment through well laid out activities and attractively displayed toys and equipment. At times the organisation of outside free play activities means some activities can encroach on others. Staff carry out their roles and responsibilities confidently, especially as keyworkers. They relate very well to the children, give sensitive encouragement, and support for children with special educational needs is exemplary. Good use is made of puppets, prompts, questions and explanations to foster children's interest and understanding. Stimulating toys, equipment and materials give children practical hands-on experiences, and especially promote their imagination, creativity, and design and making skills.

Leadership and management are very good. The staff team, who have overall responsibility for running the setting, are knowledgeable, well organised and committed to high quality nursery education. They consistently monitor and evaluate the effectiveness of activities, their contributions, and children's responses. They ensure that short term plans are 'living documents' so parents and carers can see outcomes of activities recorded in photographs and written reflections. They also regularly review and develop procedures, for example to maintain effective communication with parents, to develop resources, or to support their own understanding and skills.

Partnership with parents is very good. An extensive range of high quality information is provided. Parents are able to discuss their children's progress with staff, and to contribute to their children's learning both in the setting and through follow up activities at home.

### What is being done well?

- Children are settled and secure. They eagerly join in activities and discussions, and play well together. They confidently make choices, are becoming quite self-reliant and are often purposeful and self motivated in their play and learning, developing their own ideas and scenarios.
- Children are very adept at creating their own designs and expressing their ideas and feelings in their art work and model making. They confidently select materials and media to design and make a wide range of artefacts, creative collages, pictures and models. They really enjoy finding out how things work and taking part in a range of cooking activities.
- Staff are capable and confident, taking equal responsibility for different roles

in the group and contributing positively to planning and assessment. They really relate well to the children, encouraging and extending their involvement in the stimulating and enjoyable activities provided.

- An very effective keyworker system enables staff to spend time with individual children and their parents, and to get to know them well. Good use is made of discussions with parents and staff's observations and assessments to identify children's skills, interests and individual learning needs, which are then incorporated into future plans.
- The setting is proactive in monitoring and evaluating procedures and plans in order to maintain and develop its' high quality nursery education. The pre-school has many excellent resources, but has an ongoing commitment to carefully choose new toys and materials to enhance children's experiences. Recent additions have had a positive impact on children's ability to sit quietly and listen attentively, and also on their dexterity and creativity.

#### **What needs to be improved?**

- the organisation of some outside play activities so children can move and use equipment freely, and the opportunities for older and more able children to extend their steering and peddling skills.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children quickly settle to activities, make choices and often concentrate well. They are sociable and friendly, celebrating each others' achievements, and showing interest in aspects of their own and others' lives. Children are well behaved and familiar with the group's rules and expectations. They like to help with small tasks and take responsibility for their possessions. Children are becoming independent in seeing to their self care needs and help themselves to drinks and snacks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers, including those whose speech lacks clarity. They readily talk about what they are doing, express ideas, feelings or share news, and chat to others as they play. Children enjoy looking at books, handling them with care, and listen to well told stories. They are making good progress in recognising individual letters and linking appropriate sounds, and also enjoy mark making, with many children forming letter shapes and some words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have a good understanding of numbers to ten and also enjoy counting down from ten, or attempting bigger numbers. They engage in simple practical number operations during routines, activities and number rhymes. During many worthwhile activities and games they match and sort items according to shape, size, colour and number. Children are also developing an awareness of quantity and weight especially during cookery and practical games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children engage in many interesting designing and making activities, using a range of materials to make personal items and gifts, or building three dimensional models from various construction toys and recycled materials. They select, compare, mix ingredients and observe changes during cooking activities. Children confidently use the computer and programmable toys to support their learning and to improve their co-ordination. They describe natural features and events in their own lives.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have good co-ordination and control of their bodies. They confidently use bucket stilts, climb up, over and through equipment, throw and catch balls or bean bags, and roll hoops. Children move in different ways such as bunny hopping, jumping, and rolling. They scoot and steer wheeled toys, though they lack opportunities to use larger wheeled toys. Children are dexterous, using tools such as scissors, brushes, spatulas and pencils well, and persevering when threading or fixing items.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are imaginative, purposefully acting out different roles and scenarios. They enjoy dressing up. Children are creative, representing their ideas in their paintings, collage and drawings, and when designing their own artefacts. They often add recognisable features to their pictures. Children sing tunefully and replicate different sounds when playing with musical instruments. They use meaningful and expressive language when describing their ideas, feelings and art work.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- there are no significant weaknesses to report, but consideration should be given to improving the following:
- the organisation of free standing outside play activities to ensure they do not encroach on each other, and the opportunities for more able children to use more challenging wheeled toys.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*