



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY245317

DfES Number: 517915

### INSPECTION DETAILS

Inspection Date 24/02/2004  
Inspector Name Maggie Ferris

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Ladybird Preschool  
Setting Address Manor School Grounds  
Lydalls Close  
Didcot  
Oxfordshire  
OX11 7LB

### REGISTERED PROVIDER DETAILS

Name Ladybird Preschool 4531247 1098690

### ORGANISATION DETAILS

Name Ladybird Preschool  
Address Manor School Grounds  
Lydalls Close  
Didcot  
Oxfordshire  
OX11 7LB

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Ladybird Pre-school opened in 2003. It operates from purpose built premises on school grounds in Didcot, and serves the local and wider area. There are currently 105 children from 2 to 5 years on roll. This includes 22 funded 3 year olds and 24 funded 4 year olds. The setting is able to support children with special needs and children who speak English as an additional language.

The nursery is open from 09:15 - 15:15, Monday - Friday, 50 weeks a year.

Thirteen members of staff work with the children. 6 of the staff have early years qualifications to NVQ level 2 or 3. Six members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and childcare partnership.

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

### How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards mathematics and very good progress towards all other early learning goals.

Teaching is generally good with some very good aspects. Children are confident, happy and secure, eager to participate in activities. Staff's knowledge of the early learning goals is generally good, leading to a positive effect on children's learning. Effective planning leads to consistent teaching among staff, however there are insufficient opportunities for children to develop skills in calculation.

An assessment system is used to check and record children's progress towards the early learning goals however this is not used effectively to influence future planning. Most children behave well however some of the children have more challenging behaviour and staff need to develop strategies for managing this. Systems are in place to support children with special needs and English as an additional language.

Leadership and management are good. A strong staff team is in place, who provide a well planned stimulating environment where children learn through a wide range of activities.

Partnership with parents and carers is good and contributes well to the children's learning. Parents are informed about the activities and routines via a range of media. They regularly discuss the progress of their child and receive a termly report on their child's progress and next steps.

### What is being done well?

- Staff are committed to ongoing training to improve the provision for nursery education.
- Children are happy and secure, confident in their interaction with staff and can express themselves well
- Staff use the wide range of interesting and stimulating resources available well. They extend the children's learning with effective questioning and support. Children's individual needs are met and developed.
- The children enjoy a variety of creative opportunities and develop their skills in cutting, sticking, painting and drawing. The children's work is valued and displayed attractively.
- The children are confident to count and use numbers.

### What needs to be improved?

- Use of assessment to influence future planning
- Opportunities for children to practise simple calculation through both planned and everyday activities
- management of children with more challenging behaviour

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

All actions have been addressed.

There has been very good progress.

Staff follow an assessment scheme which provides them with information to plan and record the children's development effectively.

New technology equipment has been purchased to improve opportunities for children to use everyday technology.

All staff attend training to develop their teaching skills and staff training needs are regularly reviewed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children are confident, motivated, interested and keen to participate in the activities and resources offered. They are able to work independently and in co-operation with others. Most are well behaved and have a good understanding of right and wrong. Staff and visitors to the group help to develop children's sense of community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's development in communication, language and literacy is very good. Staff's interaction within the activities ensures that their spoken language and writing skills are developing well. The children are confident and engage easily in conversations with each other and adults. Many of the children are beginning to recognise their own names. They listen and respond to stories with enjoyment.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematics is generally good. Rhymes and songs encourage children's number skills. Many children are able to count confidently to ten and recognise numerals. Planned opportunities for children to develop calculation skills are ineffective.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children talk confidently about personal events within their lives. Themes and activities ensure that children are developing their knowledge about other cultures and traditions. Children are confident in their design and children have access to a range of construction materials. The children are confident in their use of the computer and other technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They are given the opportunity to handle tools and malleable materials. Children are confident and capable when undertaking routine activities and show a good awareness of personal hygiene. Children have good co-ordination skills and understanding of space, they move with confidence and ease around the nursery building and whilst enjoying outdoor play.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's progress in creative development is very good. Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities. Displays showed a wide range of mediums are used by children to explore colour and texture. Children experience a good selection of resources and activities to explore a range of media for example paint, collage, sand, water, and play dough.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- regularly review development profiles to ensure that the children are making progress in all areas of the curriculum and use this to influence planning.
- provide both planned and everyday opportunities for children to develop calculation skills in mathematics.

*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.*