



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321579

DfES Number: 513422

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Christine Tipple

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ladybirds Kinderclass Ltd
Setting Address St Andrews Church Hall
Huntington Road
York
YO31 9PX

REGISTERED PROVIDER DETAILS

Name Ladybirds Kinderclass Ltd 321579

ORGANISATION DETAILS

Name Ladybirds Kinderclass Ltd
Address 61 Station Road
Haxby
York
North Yorkshire
YO32 3LU

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 Kinderclass Ltd opened in 1992. It operates from St Andrews Church Hall in Huntington near York. The group serves the local area.

There are currently fifty three children on the register. This includes twenty four funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The group supports children with English as an additional language.

The group opens Monday to Friday 09:15 to 12:00 and 12:45 to 15:30 term time only. Three staff work full time and one works part time. Three have early years qualifications. The group is a member of the York Early Years Development and Childcare Partnership and are also members of the Pre-school Learning Alliance.

How good is the Day Care?

Ladybirds Kinderclass provides good care. Staff offer and promote a caring environment, which provides a welcoming and relaxed atmosphere. There is a positive approach to children's health and safety both indoors and outside, and in meeting the individual needs of the children. This is supported overall with effective policies and procedures in most areas of the group's provision, and staff's access to ongoing training.

Staff have a good understanding of the National Standards and this informs their operational plan.

There is a very good selection of toys and resources that provide the children with a variety and balance of activities. Staff encourage the children to be involved and progress their learning through play. This is supported with the planning of the sessions and the key worker system. The children's behaviour is managed well by the staff, and they are consistent in their approach.

Partnership with the parents is good and they are made welcome. There is a variety of information displayed, this includes activities provided and the links with children's

learning.

Parents have access to their children's records and are able to contribute daily through the diary book. However some documentation and recording needs to be reviewed.

What has improved since the last inspection?

At the last inspection the group agreed to make improvements to, developing an operational plan, safety procedure for outings and to devise a system to record details of medication administered. To establish and implement a process to record incidents relating to behaviour. Provide a written statement of procedures to be followed in relation to child protection.

Staff have in place an operational plan that reflects all areas of their practice. There is a procedure provided for the safe conduct on outings with the children. A record of parental consent regarding medication to be administered has been established, however, records of when staff have given the medication does not link clearly with details provided.

A system is in place to record any incidents that occur whilst children are in the group.

Staff have a clear statement on child protection which links to the Area Child Protection Committee procedures, they have also attended relevant training.

What is being done well?

- Staff work well as a team and attend training to develop their skills and knowledge of early years. They share in the planning and roles in the group. There is a key worker system in place that provides a consistent person for the child and parents, and in the individual assessment of the children.
- The group provides a variety of resources that give the children a positive range of experiences. Children are encouraged to be independent and to self select the activities they choose. Staff interact effectively with the children and encourage them in their play and learning.
- Staff manage the children's behaviour very well, they provide positive role models for them. They promote a calm and consistent approach and encourage turn taking, sharing and to value themselves and others.
- Partnership with parents is good, there is a prospectus in place and information relating to policies, procedures and practice of the group. Parents are encouraged to complete a daily log about what their child has done and this is discussed at circle time. Children's records are shared with them and this informs them of their child's progress.

What needs to be improved?

- the review of the risk assessments.
- the written records, signed by parents, of medicines given to children.

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
6	Conduct a review of the risk assessment on the premises identifying actions to be taken to minimize identified risks.
7	Ensure the written record, signed by parents, of medicines given to children is appropriate.

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

How effective is the nursery education?

Ladybird Kinderclass offers a happy and welcoming environment where children settle well, so that they make generally good progress in the early learning goals. In personal social and emotional, mathematical development and communication language and literacy they make very good progress.

The quality of the teaching is generally good. Staff have a good understanding of the early learning goals. They are enthusiastic in planning and providing a stimulating curriculum for the children that offers them a range of activities and experiences which supports their individual learning. The room provides the children with a positive environment in which to work and play. However access to the range of resources are not used to the best effect to develop the children's own ideas in self selection and extend children's creative skills. Staff provide positive role models for the children and manage behaviour very well. Interaction with the children is good which results in them being effective in their understanding of numbers, and to develop their problem solving skills. This is also evident in their knowledge of sounds and recognition of letters. However, opportunities are not used effectively for children to develop their skills in information technology, and to have ongoing development of their gross motor skills. Assessments for all the children are completed by staff and used to inform future planning.

The leadership and management is generally good. Staff work well as a team and there is a strong commitment to developing their practice through training. Staff monitor the provision to assess good practice and to make any improvements.

Partnership with parents is very good. They are provided with a good selection of information about the range of activities provided and the links to the stepping stones. A key worker system provides parents with consistent contact. Parents are able to contribute to their children's learning and are informed of their progress.

What is being done well?

- Staff give high priority to the children's personal social and emotional development, they have a good understanding of the children's individual needs. Children are confident in their surroundings and form positive relationships with staff and each other. Children are eager to participate in the activities provided on their own or in group situations. Behaviour is managed very well by the staff.
- Activities are provided that promote the children's learning, they communicate well and enjoy stories. Children have opportunities to practice sounds and recognition of letters, and to develop their emergent writing skills, which is evident in both the more able three year olds and four year olds.
- Practical every day activities are used effectively to enable the children to use

numbers in their play, to count, use shape and size and use simple patterns and sequencing.

- Staff work well as a team, they plan the curriculum together and share ideas to provide a variety of activities for both the three and four year olds. They promote a positive approach to play and learning with the children, which enables them to progress through the stepping stones.
- Leadership of the group is supportive this ensures the continual development through monitoring and commitment to staff training.

What needs to be improved?

- the development of children's access and knowledge in the use of IT equipment.
- the extending of opportunities throughout the year for children to access larger physical equipment.
- the opportunities for children to repeat, self select and extend their ideas and skills in creative development.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. The group provide the children with a range of opportunities through the planned activities and additional resources provided to recognise familiar letters and words, Staff have improved the quality of their questioning with the children by encouraging the children to look at how things work and why things happen, however, the staff's approach is not always consistent. Parents have regular opportunities to contribute to their children's assessments and progress by providing information about their home life, this is through a daily log established by staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are relaxed and settled in their surroundings. Staff interact very well with the children, they encourage and provide activities that supports their individual needs and attitude to learning. Behaviour is managed effectively by staff, the children have a good awareness of the boundaries in place. They are able to operate independently and are confident.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are able to use language to express themselves in a variety of situations. They are provided with opportunities to sound and recognise letters. They are developing the use of rhythm and alliteration in clapping and use of instruments. Children are able to use a variety of tools to develop their mark making and writing skills. They have self selection of books for pleasure and information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Both more able three and the four year olds use their understanding of simple mathematics to solve problems in their every day activities. They are using calculation, in more or less and add numbers in more that one group. They sustain interest in construction activities and are confident in naming shapes and using positional language. There are supportive visual images and resources that enhance children's understanding of numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with opportunities to explore and investigate what they see and how things work. They are able to design, construct using simple tools with a range of resources. Children talk confidently about themselves and family and friends. Some relay experiences and differentiate past and present, evident in four and more able three year olds. Provision of programmable toys are in place, however the opportunities for children to refine and develop their IT skills is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have sufficient space to develop their fine and gross motor skills. Children move freely round the provision and are confident. They use a variety of tools and equipment to develop control, brushes, scissors, crayons, pens various sizes, and opportunities to manipulate materials for a purpose. Children show a level of understanding with regard to healthy activities, hygiene and safety. However more opportunities are needed for children to develop their use of larger equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to express themselves in a variety of resources and activities, construction, collage, paint, textures, to explore shape, space in both two and three dimensions. Children can move to music and use instruments. They engage in role and imaginary play using their experiences. They play co-operatively as a group and discuss their creative work confidently. However children do not have sufficient opportunities to repeat and develop skills working on their own creative ideas.	

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

- provide more planned learning opportunities for children in using IT and programmable equipment.
- extend the opportunities for children to access larger equipment and promote regular development of their gross motor skills.
- provide children with creative opportunities to develop their own ideas through extending resources and self selection.

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.