



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251547

DfES Number: 548054

INSPECTION DETAILS

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| Inspection Date | 01/11/2004 |
| Inspector Name | Nicola Mary Eileen Matthews |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Ladybirds Pre-School Leavenheath |
| Setting Address | Leavenheath Village Hall Wrights Way, Leavenheath Colchester Essex CO6 4NR |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Ladybirds Pre School 1036333 |
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ORGANISATION DETAILS

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| Name | Ladybirds Pre School |
| Address | Leavenheath Village Hall Wrights Way Leavenheath Colchester Essex CO6 4NR |

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 Leavenheath opened in 1990 and operates from the village hall in Leavenheath, Suffolk. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open from 09:30 until 12:00 on a Monday, Thursday and Friday during term time only.

There are currently 24 children aged from 2 to 5 years on roll. Of these 11 receive funding for nursery education. Children come from a wide rural catchment area. The setting does not currently support any children with special educational needs or who speak English as an additional language.

The pre-school employs 5 staff. Three of the staff, including the manager have appropriate early years qualifications. There are no staff currently working towards a qualification.

How good is the Day Care?

Ladybirds Pre-School Leavenheath are providing good care for children. The well written operational plan details clearly the organisation of the group, which ensures the smooth running of the setting. The warm welcome given to children and parents enables each child to feel valued and settle quickly. The interesting and varied activities and play resources are arranged attractively indoors to encourage children's motivation to play. All documentation is readily available and kept secure when the setting is not open. Several policies and procedures need updating in line with the National Standards.

The safety and security of the children is given high priority ensuring children cannot come to harm or leave the premises unattended. Good attention is given to hygiene procedures and healthy eating, which encourages children to develop healthy practices. The individual needs of each child are well met. The varied images of a multi cultural society in the resources helps the children to develop a good awareness of similarities and differences in individuals. Children's welfare is well maintained.

A wide range of good quality play resources are provided every session for children to independently choose from to support their overall development. The staff show high levels of respect for each other and the environment providing good role models for the children. Children take turns and share amicably. Their behaviour is very good.

The partnership with parents is very good. The active committee support the staff well and fund raise to provide a better environment for the children. The parent rota gives them chance to observe what their child does whilst at pre-school and take an active part in the organisation of the routine.

What has improved since the last inspection?

At the last inspection the provider agreed to complete an action plan detailing how the person in charge and other staff would achieve the required qualifications. The manager has completed an NVQ level 3 qualification and two other staff now have the same level of qualification. This enables the staff to use their underpinning knowledge of child development to provide a stimulating environment for children.

All staff have now completed the relevant checks, which helps towards maintaining children's safety.

What is being done well?

- The organisation and use of the good quality resources provides an interesting and stimulating environment for children, encouraging them to want to play and develop new skills.
- The mid-morning snack is presented as a snack bar where children can independently choose when they want to eat and drink. The snack is nutritious and the time spent at the table is very sociable enabling the children to spontaneously use acceptable social conventions.
- The environment is warm and welcoming. Staff make the hall a child centred place before the children arrive so they can enter and start to play as soon as they are settled ensuring they are happy to be left by their parent and develop their confidence.

What needs to be improved?

- documentation; the child protection and complaints procedures; the behaviour management statement to include a statement about bullying and the sick children policy to include the procedure to follow in the event a child became ill whilst at pre-school.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

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| There are no complaints to report. |
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| Outcome of the inspection |
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| Good |
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| CONDITIONS OF REGISTRATION |
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| <i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i> |
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| <i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i> |
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| WHAT NEEDS TO BE DONE NEXT? |
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| The Registered Person should have regard to the following recommendations by the time of the next inspection |
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| Std | Recommendation |
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| 12 | Ensure the address and telephone number of the regulator is included in the complaints procedure. |
| 13 | Ensure the procedure to follow in the event of allegations made against a member of staff or volunteer is included in the child protection statement. |

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

How effective is the nursery education?

The provision for nursery education at Ladybirds Preschool Leavenheath is of good quality overall. Children are making generally good progress towards the early learning goals and in creative development very good progress is being made.

The quality of teaching is generally good. The staff provide an interesting and enabling environment indoors using the wide range of resources available to help children become confident independent learners. The access to the outdoor environment is very limited. Open ended questioning is used effectively to help children demonstrate what they know and to develop their thinking processes in most areas of learning. However, the challenge provided for the more able child is limited. There are no children with Special Educational Needs currently attending however, it appears the support given would ensure they progress in their development.

The limited planning is not informed by the assessment records, however, it does show that the staff have some understanding of the Foundation Stage Curriculum. Children's progress is documented regularly by their key worker.

Leadership and management is generally good. There is a positive approach to training and staff are encouraged to attend workshops and enthusiastically implement new learning. Good attention is given to the deployment of staff throughout the sessions so children are very well supported in their chosen activity. The staff work well as a team and develop the curriculum planning together.

The partnership with parents is generally good. They receive regular information about the planned topics and themes, but do not contribute to the assessment records and help plan for their child's progress. The prospectus lacks information about the Foundation Stage curriculum. Parents are encouraged to participate in their child's early education by volunteering to be part of the active management committee and helping out during each session.

What is being done well?

- The children are developing very good effective communication skills. They talk with high levels of enthusiasm about their home life recalling significant events for example, holidays.
- The presentation of the resources and the use of time provides children with a wide choice of activities where the three-year-olds can concentrate and persevere. The routine of the session followed each day enables children to become engrossed in their play without interruption for a long period of time.
- Children use a wide variety of resources to represent their ideas and experiences creatively. They enjoy using paint in a variety of ways and

co-operatively engage in imaginative play.

- Children use the attractively displayed musical instruments to independently explore sound and tap out simple rhythms to familiar songs and rhymes.

What needs to be improved?

- the challenge for the more able children to concentrate and persevere in their play to enable them to progress in their learning
- the short term planning to be informed by the assessment records and to include the adult role and adaptation of activities for individual children,
- parents contribution to their child's assessment records and help to plan for their child's next step
- the brochure/prospectus to include information about the Foundation Stage curriculum
- access to the outdoors to provide children with experiences of the natural environment.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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The three-year-olds enjoy and become engrossed in their play, however the challenge for the more able child is limited. Children show a good sense of belonging, they talk freely about their home life and other experiences outside the preschool. They confidently separate from their parents and settle into playing alongside each other taking turns and sharing amicably.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children are confident communicators. They initiate conversations amongst themselves and with the adults maintaining a simple theme. They pay good attention to the listener and follow simple instructions. Children use a range of descriptive words talking through actions. Many children can recognise their name, however the more able are not encouraged to label their work. Children enjoy listening to stories in small groups, but lack concentration when in a large group situation.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children use number and simple mathematical language in their play when supported by an adult. Children have limited opportunities to develop simple calculation skills during their play. They accurately represent number using their fingers and can count to 5 confidently. The younger child is developing awareness of simple patterns, however the more able child is not challenged to make more complicated ones and record numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children explore and investigate the resources with enthusiasm. They have very few opportunities to explore the outdoors. Children independently play on the computer manipulating the mouse accurately and complete a very simple programme. They demonstrate a good sense of time when discussing past, present and future events in their lives.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children move very confidently around the static equipment and when in large groups moving imaginatively to rhymes. They have few opportunities to experience large equipment suitable for their age, which provides a challenge and a risk in a safe environment. Children handle small objects with increasing control and use scissors safely. They are developing good understanding of personal care, for example, knowing that they must clean their hands prior to snack time.

| CREATIVE DEVELOPMENT | |
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| Judgement: | Very Good |
| Children confidently recognise colour and explore these using a wide variety of painting techniques during the term. Children listen to different types of music, some of which is used to support physical play. Children enjoy imaginative play using the small world figures, for example the train set and design imaginary environments using their own or imagined experiences. Staff provide interesting activities based on recent experiences for example, road works in the sand. | |

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

- develop the short term planning to show how adaptation of activities will be managed to enable individual children to progress in their learning
- provide the children with regular access to the outdoors to experience the natural environment
- develop the pre-school brochure/prospectus to include information about the Foundation Stage curriculum

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.