



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 508724

DfES Number: 511558

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Anita Bartram

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ladybird Kindergarten
Setting Address Little Warley & Childerditch Village Hall
 Magpie Lane, Little Warley
 BRENTWOOD
 Essex
 CM13 3DZ

REGISTERED PROVIDER DETAILS

Name Mrs Christel Monika Harvey

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

Ladybird Kindergarten opened in 1993. It operates from the village hall in Little Warley which is on the outskirts of Brentwood. The kindergarten serves mainly the local area.

There are currently 48 children from 2 to 5 years on roll. This includes 22 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five mornings a week during school term times. Sessions are from 09.15 until 12.15.

One full-time and five part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The staff use a combination of Montessori and learning through play to teach the children.

How good is the Day Care?

Ladybird Kindergarten provides satisfactory care for children.

The organisation of the setting is good and staff are deployed effectively to work directly with the children. Staff ensure a warm and welcoming environment through interesting displays, notices and well prepared activities. There is a wide and stimulating range of resources that are planned well to cover all areas of the children's learning. Children have access to outside play as part of the fixed routine of the session. Most documentation is in place.

The staff provide a secure environment for the children. Staff are aware of the children's safety and measures are generally in place to minimise hazards to children. Over half the staff have current first aid certificates. Children are able to try a variety of nutritious and healthy foods at snack time. Staff use snack time very effectively to extend the children's independence skills. Staff are appropriately aware

of their child protection responsibilities.

Staff provide a very caring environment where children's individual needs are considered well. Staff follow appropriate working practices to meet the specific needs of children with special educational needs. There is a suitable range of resources to promote positive images of diversity to children. Staff have effective plans in place to provide children with meaningful activities to cover the early learning goals. Children play purposefully and co-operatively during free-play. Overall children's behaviour is good and they understand right from wrong.

Staff are readily available to speak with parents at either end of the day. Parents are welcomed into the group at any time and are invited to special days in the group's calendar such as Christmas celebrations.

What has improved since the last inspection?

At the last inspection, the provider agreed to provide evidence that staff working with children have been vetted. All staff were checked under Essex Social services before 2001.

There is now an effective registration process which accurately records children's arrival and departure times. The outside play area is now secured to prevent any unwanted visitors coming onto the premises or any children leaving unsupervised.

All staff and parents now have a clear understanding of the group's policy regarding the administration of medication and the exclusion of children who are ill or infectious.

What is being done well?

- The staff are respectful of children's individual preferences. Some children are keen to go outside whilst others prefer to stay inside. Staff accommodate children's differences by letting them choose to opt out and use gentle encouragement or different strategies to engage them.
- Snack time is organised very effectively to offer valuable opportunities for children to develop their independence and self-care skills. Staff use the Montessori approach to encourage children to choose their cup, pour their drink and help themselves to a biscuit or fruit. Children are then responsible for their cup and take it to be washed and dried.
- The staff use displays of children's work, posters and friezes to decorate the hall. This creates a warm and welcoming environment where children see their work valued and recognised. For example, children stand together discussing what they see on the poster about transport or see the pretend spider hanging from the web by the door and try and make one for themselves using black wool and scissors.
- Staff have built effective professional relationships with parents. There are plentiful opportunities for parents to approach staff about any concerns they have about their child, or to get an informal update on their child's progress.

What needs to be improved?

- the policies and procedures; such as what course of action the staff would follow should a child become lost or is not collected from the group, what would be the procedure should a child protection allegation be made against a member of staff, the recording of incidents arising through children's behaviour, and what measures staff take to assess and minimise any risks to children
- the staff's knowledge and understanding of the reasons why some children display unwanted behaviour and how they can be more effective and instrumental in modifying children's behaviour through consistent and positive strategies.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Devise and implement a procedure for lost or uncollected children.	29/03/2004

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

Std	Recommendation
6	Conduct a written risk assessment on the premises identifying action taken to minimize identified risks.
6	Ensure the main exit door is fully operational in an emergency. (this refers to keeping the door key fully accessible to all adults)
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development and keep a sufficiently detailed record of significant issues and share this with parents.

14	Ensure that all documentation contains appropriate procedures to meet the national standards for sessional day care. (this refers to the child protection statement).
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Provision for nursery education at Ladybird Kindergarten is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress towards the other five early learning goals.

The quality of teaching is generally good. Staff actively encourage a calm and productive atmosphere for the children to learn in and as a result children are well motivated and keen to explore and investigate during free-play. Staff interact effectively with the children during this time and provide positive role models for the children's language skills. Staff use observation and assessment well to record children's achievements and plan the next steps in their learning.

All staff take an active role in planning for their key group of children which enables staff to get to know their key children well. However, the activities prepared for the children are sometimes inappropriately planned to be too formal or lengthy in time, which leads to some children losing concentration or interest quickly. Consequently the identified learning outcomes are not rigorously implemented and evaluated. Staff do not always make best use of the valuable free-play time activities to achieve the same learning outcomes through more meaningful and relevant experiences.

The leadership and management of the nursery is generally good. The Registered Provider is committed to the ongoing improvement and development of the kindergarten and is directly involved with the daily running of the group. However, the management team are not always fully instrumental in leading and influencing staff practice.

Partnership with parents is generally good. Parents feel welcomed into the group and included in the care and education of their children. Information about the children's activities are effectively shared through newsletters. However, information to parents about the Foundation Stage curriculum is limited.

What is being done well?

- There is a wide and stimulating range of equipment and activities for the children to use during free-play. The curriculum is planned effectively to cover all six areas of the children's learning and a valuable balance of Montessori and learning through play experiences are accessible to the children.
- Children play purposefully and constructively during free-play. They sit for substantial periods of time using the Montessori equipment to competently pour and measure out water or pasta, or explore and investigate the different tools on offer. They systematically choose between activities and most children are settled and productive in their play.
- The children are developing very valuable skills to use tools. Their fine

physical development is being extended through their free and ready use of scissors and glue whilst they sit creating with paper and wool. They become engrossed as they pick up and manipulate the pipette or prongs to move water or pasta between containers.

What needs to be improved?

- the organisation of small group-time to enable staff to be more instrumental in meeting the specific learning needs of their key children
- the staff's awareness and understanding of how they can be more pro-active in extending the children's learning through play.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the three key issues identified at the previous inspection, resulting in some good improvements being made to the educational programme. Children are now able to use role-play constructively to develop their creative skills. More rigorous planning is in place, which gives appropriate reference to the early learning goals. Children have some adult-led activity time in small groups although the organisation of this time disrupts the smooth flow of the session and is not fully effective.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Many children are curious and inquisitive. They confidently use Montessori equipment to try familiar and unfamiliar experiences, such as working out where to hold the prongs to make them pick up small objects. They show high levels of self-confidence and self-esteem. They talk freely about home and how they fit into their community. They confidently interact with each other and with adults. Children's skills in concentration during free-play enable them to persevere usefully at tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children use speech productively, asking questions and describing what they are intending to do and why. Their skills in using language for thinking are developing appropriately. Older children think hard about the questions staff put to them, for example about road safety issues, and they respond thoughtfully and relevantly. Children do not readily practice writing for purpose, for example they do not keenly initiate writing their names on their drawings or paintings.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a sound knowledge and understanding of counting. All children willingly try counting and most recognise familiar numerals such as 3 or 4. Children do not readily practice their skills in calculation in everyday, meaningful activities of play. Children accurately note and describe size. They talk about the biggest and smallest and competently order by size. Most children are aware of simple 2D shapes although older/more able children's awareness of simple 3D shapes is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Most children enjoy designing and making things. They use glue and scissors purposefully to create actual and abstract structures. They keenly explore and investigate during free-play and most children are enthusiastic to use the outdoor play area. Children talk about the significant events and people in their lives at home, although they show limited awareness that other people's cultures and beliefs may be different or similar to their own.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's fine physical skills are progressing well, as a result they can manipulate a variety of tools effectively. Younger children use play dough tools to roll and cut shapes, whilst more able children accurately use scissors and glue sticks. However, children do not practice their larger physical skills of climbing frequently enough. Children are starting to be aware of their bodies and the effects of activity. They sit down to take off their jumpers as they feel themselves getting hot.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imaginative skills well during role-play. They make appropriate use of the props to support their play and enjoy imitating adults in actions that are familiar to them. There are few opportunities for children to explore and incorporate sounds such as musical instruments into their play. Older children confidently express themselves through movement and words to indicate their excitement or frustration.

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

- review the organisation of small group-time to enable staff to be more instrumental in meeting the specific learning needs of their key children
- develop the staff's awareness and understanding of how they can be more pro-active in extending the children's learning through play.

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.