



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254146

DfES Number: 500545

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Margaret Elizabeth Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ladybirds Pre-School
Setting Address Walpole Cross Keys C.P. School
Sutton Road, Walpole Cross Keys
King's Lynn
Norfolk
PE34 4HD

REGISTERED PROVIDER DETAILS

Name The Committee of Ladybirds Pre-School 1036691

ORGANISATION DETAILS

Name Ladybirds Pre-School
Address Walpole Cross Keys C.P. School
Sutton Road, Walpole Cross Keys
King's Lynn
Norfolk
PE34 4HD

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 opened in 1993. It operates from one room in a mobile building in the grounds of Walpole Cross Keys Primary School. The pre-school serves the local area and outlying district.

There are currently 23 children from 2 to under 5 years on roll. This includes 11 funded 3 year-olds and 5 funded 4 year-olds. Children attend for a variety of sessions. The setting does not currently support children with special needs or who speak English as an additional language.

The group opens 4 days a week; Monday to Thursday during school term times only. Sessions are from 09:15 until 11:45.

Three full-time staff work with the children. One member of staff has an early years qualification to NVQ level 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership (EYDCP).

How good is the Day Care?

Ladybirds Pre-school provides a satisfactory standard of care for children.

Procedures in place ensure that persons working with children are suitable to do so. The group have experienced staff and a keyworker system is in place ensuring that children are grouped appropriately and their individual needs met. Assistants have been working towards achieving qualified status for several years. The premises are welcoming and the provision has the necessary facilities to provide a range of activities to promote children's development. There is appropriate equipment to provide the children with a stimulating, accessible environment promoting their independence. Documentation supports the management of the group.

Staff are deployed well ensuring children's safety. Good hygiene practices are in place and children follow the staff's good example, which promotes their health.

Snack-time is a social occasion with nutritious, healthy snacks being served to promote children's growth and development. Staff treat children with equal concern whilst recognising their individual needs. Children's welfare is supported by the setting's policy on child protection, however, the group need to ensure that the content is based on the local Area Child Protection Committee procedures.

Children's individual needs are met through planned activities and play situations that help to develop their emotional, physical, social and intellectual capabilities. Resources and planned activities give children opportunities to learn about other cultures and justice through play. Staff ensure that all children can participate at a level appropriate to their needs. Staff set consistent boundaries using positive techniques when dealing with behaviour management.

There is satisfactory partnership with parents. Good written information and guidelines are available. Parents are not fully aware of how to make a complaint and feel that not enough time is given to talk about their children's progress.

What has improved since the last inspection?

At the last inspection the group were asked to update several pieces of record-keeping; these have now all been implemented. Drinking water was to be available during the session; children can now serve themselves when required. The supervisor was to obtain an appropriate qualification; this has now been obtained.

The assistants are still working towards qualified status.

What is being done well?

- The children's overall development through the provision of a welcoming environment which provides appropriate activities and play opportunities to develop children's individual needs.
- The good deployment of staff and the keyworker system that ensures children are grouped together appropriately.

What needs to be improved?

- the qualifications of staff and cover for deputising
- the time given to parents to discuss children's progress and their awareness of how to make a complaint
- the Child Protection policy.

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	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	30/07/2004
12	include Ofsted's name, address and telephone number in the complaints policy	30/07/2004

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

Std	Recommendation
13	ensure that the child protection procedure for the Pre-school complies with local Area Child Protection Committee (ACPC) procedures and includes a procedure if an allegation is made against staff
2	develop an action plan to show how the group will cover for the supervisor when she is absent
12	provide opportunities for parents to receive regular information on their children's progress
12	make available to parents the written statement that provides details of the procedure to be followed if they have a complaint

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 Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have an understanding of the Foundation Stage and plan a broad curriculum. They provide a range of practical, accessible activities and experiences both indoors and out to help children progress towards the early learning goals. Assessments of children's progress show what they know and understand and show the next steps of learning. Staff do not always maximise the use of number in everyday situations, the linking of sounds to letters and the use of IT equipment. Staff talk with, and listen to, children asking them open-ended questions, giving them time to answer. Very good emphasis is given to personal, social and emotional development and children's awareness of their health and bodily functions. Staff are consistent in their approach to children, praising them and encouraging them to do small tasks. They are good role models; they are quiet, calm and show by example, i.e. washing of hands, clearing away.

The leadership and management of the Pre-School is generally good. Staff work well together as a team and are sure of their roles and responsibilities. Management are aware that staff need to complete training and are looking at ways to support them. Leaders evaluate and monitor the provision on a regular basis and all staff are committed to supporting the children in their care.

Partnership with parents and carers is generally good. Good information is provided in written form through brochures, policies and newsletters. Some parents feel that they are not sufficiently informed about their children's progress and this is, at present, being looked at by staff and committee members to address the situation.

What is being done well?

- The children's development in personal, social and emotional development.
- The opportunities given to children to promote their progress towards the early learning goals.

What needs to be improved?

- the opportunities for the use of number in everyday situations, linking sounds to letters and access to IT equipment.

What has improved since the last inspection?

At the last inspection the group were asked to develop planning further and promote opportunities for children to talk about health and be aware of changes to their bodies when being active.

Staff have improved their plans to cover each of the six areas of learning.

Opportunities are given for children to be aware of the changes to their bodies and the importance of being healthy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are independent; they select self chosen activities and sustain interest for long periods of time, serve themselves at snack time and are aware of their own needs. They are confident, separating happily from parents, and have a sense of belonging within the group, for example, collecting their name cards, accessing an activity and seeking out staff. Children take pride in their work often showing it to visitors. They behave well, listen to instructions and respond positively to staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to initiate conversations; they listen attentively to stories and join in with rhyming songs. Children use language for thinking, especially in role play, and will talk activities through. However, they have limited opportunity for the linking of sounds to letters. At story time children will often join in and recall what is about to happen next when listening to familiar tales. Children make marks on paper, and some are able to write their names, forming recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes and count reliably to 4 and beyond. They are able to count out objects from a large group and can recognise how many objects there are in a dish. However, the use of number in everyday situations, such as counting how many children are present, or how many cups are required at snack-time, is limited. Children are able to do simple calculation, taking one away from a group of objects. They use maths language and answer questions with confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy mixing the dough, showing curiosity when the texture changes after adding water. They are able to use tools for a purpose, such as scissors, & knives for cutting. Children have opportunities to use IT equipment, but this is limited and the computer is not readily available. Children show an interest in how tall the grass has grown and take an interest in significant events that have happened to them. Through planned topics and resources children learn about our diverse culture.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move easily within the available space both indoors and out. They have an awareness of space, are able to avoid obstacles, can slide, climb, run and come to a halt. Children are learning the importance of staying healthy and recognise changes to their bodies, they know when to wash their hands, when they should clean their teeth and ask for drinks after physical play. Children use both large and small equipment with ease, using simple tools to effect change when playing with the dough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children know their colours well and can name them. They are aware of texture and explain how the sand and dough feel. Artwork and craft by the children is displayed throughout the building. Children join in with songs and rhymes and have opportunities to join in musical sessions. Children particularly enjoy imaginative play outside, "cutting the grass" and playing in the summer house. Children show great interest in the dough, in it's different stages of being made, using their senses.

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

- maximise the use of number in everyday situations and the linking of sounds to letters.
- increase children's access to IT equipment

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.