

Ladybirds Pre School

Inspection report for early years provision

Unique reference number 219245
Inspection date 11/10/2010
Inspector Sarah Measures

Setting address Bunyan Meeting Rooms, High Street Elstow, Bedford,
Bedfordshire, MK42 9XP

Telephone number 07748 796051

Email

Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ladybirds Pre School is a committee run group. It registered in 1991 and operates from Bunyan Meeting Rooms within the village of Elstow, Bedfordshire. The pre-school is registered on the Early Years Register to care for a maximum of 20 children at any one time. The pre-school is open every day, except for Thursdays, from 9am until 11.30am and from 12.15pm until 2.45pm. Children have the opportunity to stay for half day or full day sessions. The group is open for approximately 38 weeks of the year. All children have access to a secure outdoor play area. There is disabled access to the premises. Five staff work regularly with the children, all of whom either hold or are working towards appropriate qualifications in childcare and education. The pre-school has support from the local authority and has links with the local school and other early years settings in the area.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Policies and procedures do not support the welfare or the learning and developmental needs of the children. As a result there are breaches to requirements of the Early Years Foundation Stage. Effective systems to safeguard the children are not in place. Whilst there is some opportunity for children to achieve and enjoy their time at the pre-school, their learning can be jeopardised by the way their behaviour is managed. An effective system of self-reflection is not yet established, in order for the group to plan for and to secure continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual learning needs (Organisation) 12/11/2010
- improve staff's knowledge and practice in order to ensure children's behaviour is managed effectively, and in a manner appropriate for their stage of development and particular needs (Safeguarding and promoting children's welfare) 12/11/2010
- conduct a risk assessment for outdoor spaces and equipment and review it regularly (Premises, 18/10/2010

- environment and equipment) (also applies to the compulsory and the voluntary parts of the Childcare Register)
- provide evidence to show that adults looking after the children are suitable to do so, and notify Ofsted of any change to the members of the committee (Safeguarding and promoting children's welfare)(also applies to the compulsory and the voluntary parts of the Childcare Register) 15/10/2010
 - obtain written consent to seek any necessary emergency medical treatment or advice (Safeguarding and promoting children's welfare) 18/10/2010
 - put in place an effective safeguarding children policy can be implemented (Safeguarding and promoting children's welfare) (also applies to the compulsory and the voluntary parts of the Childcare Register). 18/10/2010

To improve the early years provision the registered person should:

- improve staff's knowledge and understanding of the Early Years Foundation Stage Framework, and improve the understanding of how to challenge children in order to make the most of their learning
- develop effective systems of self-evaluation in order to ensure children's individual needs are met

The effectiveness of leadership and management of the early years provision

The leadership and management of the group is not able to identify significant weaknesses in the provision for children. Children are not safeguarded. Ofsted have not been informed of changes to the committee that make up the governing body. This is a breach of the requirements, and means that their suitability for the position is not necessarily vetted. There is no evidence available for inspection to demonstrate that appropriate checks are done to ensure staff's suitability to work with the children, which is a further breach of the requirements. Staff show a secure understanding of how to recognise possible indicators of child abuse. However, there are no suitable procedures for them to follow if they have any concerns about a child. A complaints policy is available to parents in order to promote a transparent and safe setting. The outdoor play area that contains some large physical play equipment is not sufficiently risk assessed.

Staff work co-operatively with parents who appreciate the way they are kept informed of their children's progress. Good relationships are in place between parents and children's key workers. A daily communication book is used to share information with parents and any other settings children attend. This helps all those involved to be aware of children's needs. Children attend the pre-school from a variety of cultural backgrounds and the setting includes images of diversity within its displays and resources. This helps to promote inclusive practice and helps children to value those that are different from themselves.

Most documentation is in place; however there is no written consent from parents for the pre-school to seek any necessary emergency medical treatment or advice. This does not protect children in the event of an emergency and does not meet with requirements. Children's records are confidentially stored at the setting in order to protect children and their families. Staff do not organise sessions to meet the needs of the children, which can result in disruptive behaviour that is not appropriately managed. There is no effective system to monitor the extent in which the provision meets the needs of the children.

The quality and standards of the early years provision and outcomes for children

The ability of the children to make effective progress towards the early learning goals is compromised. Staff lack an understanding of the Early Years Foundation Stage and of how to challenge children. Children access various equipment and materials to support their independent learning. They use their imagination whilst engaging in creative activities and imaginative play in the role play area. Children count and look at numbers during group activities and they build and construct with different sized blocks and materials. Children write for a purpose as they use clipboards to make notes as they play. However, staff do not make sure fundamental opportunities to enable children to develop skills for the future learning are always available. For example, books are not available to children at every session. Staff do not help children to make the most of the activities that are available. This is because staff lack an understanding of how to question the children. They miss opportunities to interact in a way that helps children to think critically and to become active learners. Sessions can be noisy which impacts upon the ability of the children to concentrate and to become purposefully involved in the learning opportunities that are available. Some children run around not engaged in any purposeful activity, others bang bricks on the wooden floor and others use equipment in the home corner to bang on furniture. This creates unacceptable noise levels and disruption and means children do not learn acceptable boundaries of behaviour.

All key workers attend full time, offering continuity of care for the children. They observe the children, and share their observations regularly with parents. Communications with parents help staff to understand and to value children as individuals. Children enjoy healthy snacks and they are in a routine of washing their hands before they eat. They enjoy playing outside and use a good variety of large play equipment to challenge their physical skills, strength and control. However, they are not always suitably supervised to ensure their safety when they are playing out of doors and using the equipment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified within the early years section of the report (Providing information to Ofsted/Suitability of persons to care for, or be in regular contact with, children/ Arrangements for safeguarding children/Suitability and safety of premises and equipment). 18/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified within the early years section of the report (Providing information to Ofsted/Suitability of persons to care for, or be in regular contact with, children/ Arrangements for safeguarding children/Suitability and safety of premises and equipment). 18/10/2010