

Ladybirds Pre-School

Inspection report for early years provision

Unique reference number 254146
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Inspector Sarah Warboys

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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 run by a voluntary management committee. It was registered in 1996 and operates from one room in a demountable building in the grounds of Walpole Cross Keys Primary School in King's Lynn, Norfolk. Children have access to a secure, enclosed outdoor play area. Children attend from the village and surrounding areas. A maximum of 18 children aged under eight years may attend the pre-school at any one time, all of whom may be in the early years age group. The pre-school is open on Mondays to Thursdays from 9.15am to 1pm during term time only. The pre-school receives funding for early years education. There are currently 18 children on roll all of whom are within the early years age group. The pre-school supports children with special educational needs and/or disabilities. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs three members of staff, all of whom hold an appropriate level 3 early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to Ladybirds Pre-School because the staff meet the needs and interests of all children well. The setting is inclusive and supports children with a range of needs, including those with special educational needs and/or disabilities. Children make good progress towards the early learning goals through a varied and interesting range of activities. Policies and procedures are largely thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The committee, supervisor and staff work together well to make improvements to the setting, which is well placed to bring about continuous and sustained improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further enhance policies and procedures by ensuring that they are fully in line with the Local Safeguarding Children Board's guidance
- develop further adult-led, play-based activities so that children make the best possible progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The setting's successful leadership is well-supported by a team of staff who work very well together to promote children's welfare, learning and development. Effective recruitment and vetting procedures are in place, to check the suitability of staff and adults working with children. Policies and procedures for working

practices are in place, and implemented well by staff who receive regular, up-to-date, relevant training. However, the written policies and procedures have not been reviewed recently to ensure they are in line with those of the Local Safeguarding Children Board's guidance. The building and outdoor area is secure and visitors are asked to sign in. Risk assessments are routinely carried out for both planned and spontaneous activities to reduce the risk of harm to children. The committee, staff and children are currently working on raising funds to further develop the outdoor provision and to ensure there is full disabled access to the setting. Adults and children use a wide range of accessible, good quality resources effectively.

Staff take account of the views of children, parents, carers and committee members. Key workers have a good knowledge and understanding of each child's background, needs and areas of interest. As a result, those in charge have an accurate view of what the pre-school does well, and what needs to be done to improve the provision to further benefit the children who attend. The supervisor has completed a detailed self-evaluation of the provision.

The pre-school is committed to promoting equality and diversity. All children, whatever their needs or backgrounds, are equally valued and included. Children who have special educational needs and/or disabilities are welcomed, and programmes are speedily put in place to support them. As a direct result, children make good progress, whatever their starting points. However, while there is an appropriate balance of adult-led and child-initiated activities in parts of the morning's session, the use of adult-led activities to further accelerate children's learning is less well developed.

Highly positive relationships exist with parents and carers, who value the regular exchange of information they receive. Parents and carers say staff are approachable and will deal swiftly and sensitively with any concerns they may have. Parents and carers receive good quality information about the welfare, learning and development of their children and feel that their trust in the setting is very well placed. Consequently, the needs of all children are met. Valuable partnerships exist with other support agencies, including a close relationship with the local primary school, which leads to smooth transition arrangements and good support for both children and their families. Particularly effective are partnerships with local businesses, who are very supportive and generous in various fund-raising events.

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

All children make good progress in their learning and in the development of skills they will need for future life. Adults' good knowledge of the Statutory Framework for the Early Years Foundation Stage, their attention to keeping children safe and good relationships positively promote learning. They provide good role models in all aspects of their work. Adults are accomplished in their interactions with children. They respond to children's comments and conversations and often ask key questions to extend and develop their ideas. However, staff do not always

utilise children's questions and ideas fully to further extend play based opportunities, which impedes children from making even better progress. Adults carry out regular observations and assessments of children's needs and interests, and this information is used to plan future activities. As a result, tasks are generally well-matched to individual needs.

Children choose from a wide range of interesting activities based on all areas of the early learning goals. They move freely between indoor and outdoor activities, and both areas provide children with good opportunities to develop their skills towards the early learning goals. Children are encouraged to participate in a variety of tasks and are praised by adults and each other for their efforts. Children from different backgrounds play well together. They show that they are capable of working independently and with sustained concentration. A few children demonstrate a particularly well-developed sense of empathy and concern for individuals, helping and supporting them to feel part of the group. Multicultural resources are deployed effectively by staff to enable children to develop their knowledge and understanding of the diverse society of which they are part.

Children develop social skills particularly well. They learn to take turns, work co-operatively to dramatise stories and compose group music. Lunch is a social occasion and a good opportunity to develop speaking and listening skills. Adults and children enjoy making polite conversation and exchanging news and experiences. Children's language skills are further developed as they learn to recognise their names, enjoy books, share stories and engage in role play. They plan, prepare and experience a family picnic. Adults use every opportunity to develop children's mathematical skills by encouraging children to recognise numbers, count laps of the track and the number of places available at the snack bar. Children develop both their physical skills by riding tricycles and scooters and negotiating a track with real-life obstacles, and their mathematical skills by counting as they go.

An overwhelming majority of children demonstrate a good awareness of safe practices and make sensible decisions about their own actions. Children show that they feel safe and secure in their surroundings, by selecting toys and activities with confidence and demonstrating responsible behaviour. Adults regularly remind children of the setting's rules and explain how rules keep everyone safe. Visitors to the setting further develop children's awareness of safety issues by, for example, visits from the police and dentist. Children have a good knowledge and understanding of the importance of a healthy lifestyle; they choose to be physically active, eat healthy snacks and often drink water, which is freely available. Adults routinely encourage cleanliness and hygiene and children confidently explain why they need to wash their hands before eating. Overall, children achieve well and are well prepared for their next stage of learning in this warm, friendly and fully inclusive setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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