

Ladybird Preschool

Inspection report for early years provision

Unique reference number EY245317
Inspection date 01/12/2010
Inspector Tracy Bartholomew

Setting address Manor School Grounds, Lydalls Close, Didcot, Oxfordshire,
OX11 7LB

Telephone number 01235 519990

Email maria@lbpreschool.f9.co.uk

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

Ladybird Preschool opened in their current premises in 2003 and the setting is managed as a public limited company. The setting operates from purpose-built premises in the grounds of Manor School, Didcot, and serves the local and wider communities. There is an enclosed outdoor play area. The preschool opens on weekdays all year around, with the exception of bank holidays and over the Christmas period. The preschool opens at 8am and sessions are held from 9.15am to 11.45am and 12.45pm to 3.15pm, with an optional lunch club available. Extended care, comprising a breakfast and after school club, is provided for children up to 11 years old during school term time. The preschool employs 18 members of staff, 14 of whom hold an early years qualification. The other four are undergoing relevant training. There are currently 76 children on roll, 52 of whom are funded to receive nursery education. The preschool supports a small number of children with special educational needs and/or disabilities or who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the well-organised, safe and secure environment. Children develop close trusting relationships with the adults and are secure within their company and that of their peers, which, as a result, ensures children are confident. Most aspects of documentation support children's welfare. The management team work well together and continually reflect on their practice, identifying the strengths and weaknesses. They are making effective improvements to ensure that they continue to provide all children with a consistent level of care which best meets their individual needs.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps in learning are clearly identified and use this information to provide more challenging experiences, especially for older and more able children
- further extend the daily hours of attendance to incorporate all children's times of arrival and departure if these fall outside of normal hours

The effectiveness of leadership and management of the early years provision

The management team and directors work closely to ensure safeguarding is well promoted across all areas. All staff have a good awareness of their responsibilities

and duty to safeguard children. There are clear procedures in place, which as a result enable the group to act in the best interests of the children if a child protection referral is needed. Risk assessments are undertaken on all areas of the premises and staff ensure that these are effective, that all potential hazards are minimized, and premises are secure. A detailed range of policies and procedures are in place and these include all required documentation to support the daily management and practices of the setting. However, the daily attendance register does not detail the precise times that all children arrive at the setting, especially when this falls outside of normal opening times. This is a breach of a legal requirement.

The group makes good use of the self-evaluation process and they reflect clearly on their practice, taking on board all recommendations from the previous Ofsted inspection. The group have made many improvements. They have developed a new changing area and reviewed the usage for the room which as a result has created a cosy area for the children and a block construction area. This has ensured that they make the best use of the learning environment. The manager has clearly identified the need to enhance the profiles of the children, she has been pro-active in seeking help and sourcing examples to enable staff to create unique and personal learning journeys for the children. However, the profiles are still being developed and do not yet consistently reflect children's next steps in learning.

The key person approach is well maintained throughout the setting and they use a buddy system which ensures that the children, regardless of their hours of attendance, have a special person to go to. All staff have a firm understanding and awareness of how to promote equality and diversity. Staff effectively use their knowledge to underpin everyday practice, for example, they know each child very well and work with parents and other practitioners to meet their differing individual needs, whilst promoting an inclusive practice.

Staff provide good support for children with special educational needs and/or disabilities, and those who speak English as an additional language. For example, staff work closely with support workers and parents to enable children to fully engage with the group, and they learn words and phrases in children's home languages to enhance communication. The group have highly positive relationships with parents and carers and these are well established. The staff regularly ask parents and carers for their views and are developing methods to involve parents with their children's learning journeys. Parents have all the relevant documentation available to them and the open door policy allows them to come and discuss any aspects of their children's care at any time. Staff have a sound awareness of how to build partnerships with others, they have good links in place with relevant professionals and work well with the local schools. Children have access to a wide range of resources both inside and outdoors. Staff regularly rotate the selections on offer and have a good plan for the future purchase of resources to ensure children are provided with sufficient challenges and variety, both inside and outdoors.

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

Children are secure and settled at the group. They arrive confidently, eager to explore the wide range resources available. Themes and planning are used extremely well to engage and extend children's interests. The key worker systems works well and ensures that the children's targets are met and extended through the planning of activities. Children enjoy making play dough for their peers to use and have their opinions and thoughts valued as they add additional substances to create a variety of textures. Posters and art work decorate the walls and plenty of art and craft materials are available for the children to develop their creativity. Excellent storytelling and the use of props fosters children's imagination. This, combined with separate group times for children of familiar ages promotes children communication, language and literacy skills. Physical skills, and early problem solving skills are promoted very well.

Staff interact effectively with all children, they are skilful at observing the children and assessing if the children need support in their play. They encourage their learning in all areas as they support them throughout their development. They introduce counting, colour and shapes whilst children are creating their own models from the construction bricks. They encourage children to talk about all their games and the pictures they create. Children's ideas are valued and their work is included in displays. Various methods are used to monitor and assess children's achievements and staff know where to focus and plan their support to challenge the children although the written records in place do not consistently include children next steps and how they will be achieved.

Children enjoy a good balance of activities which ensure they gain confidence and become independent learners and achievers who can manage their personal care. For example, taking themselves to the toilet and helping to prepare their snacks, buttering their own bread and helping themselves to drinks. Children's good health is promoted very successfully. They enjoy nutritious snacks and have excellent opportunities to learn about the importance of healthy eating. Staff are extremely vigilant in ensuring children develop good hygiene habits. As a result, children confidently explain about needing to wash their hands and do not need to be reminded. Safety is given a very strong emphasis in the setting. Children learn to use a range of tools and equipment safely and how to behave in ways that keep themselves and others safe, such as, when they go outside they talk about the ice and discussing the need to walk, not run. They are extremely confident and competent in communicating their thoughts and they enjoy a variety of methods that help this to be promoted. For example at drum sessions, where the children engage in musical activities, playing instruments and dancing to the bongos. All children show a strong sense of security within the setting and overall, children's behaviour is good.

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