

The Ladybird Pre School (Cottenham)

Inspection report for early years provision

Unique reference number	221886
Inspection date	06/12/2010
Inspector	Veronica Sharpe

Setting address	King Georges Playing Field, Lambs Lane, Cottenham, Cambridge, Cambridgeshire, CB24 8TB
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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*.

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Description of the setting

Ladybird Pre-school has been operating since 1994. It is located in purpose built premises on King George's Playing Field, Cottingham, Cambridgeshire. The setting is on the Early Years Register and is able to accept up to 80 children aged from two years. There are currently 116 children on roll. The setting accepts children eligible for early years funding. There are a number of children on roll with English as an additional language. Core opening hours are 9.30am to 11.30am and 12.30pm to 2.30pm each weekday during term times. Flexible sessions enable children to attend from 9.00am and through the lunch time period according to parental need, subject to the setting's own admission policies. Children mainly come from the local area. The pre-school employs 22 members of staff including administration and other support staff. All staff working with the children have appropriate qualifications in Early Years practice. Several staff are working towards higher qualifications including foundation degree and higher degrees. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this warm and friendly pre-school. Resources are plentiful and exceptionally well organised. The rich and stimulating free-flow play environment enables all the children to make good progress in their learning and development. Generally staff show a broad understanding of the children in their care and this helps to ensure each child has their individual needs met well. The staff team and committee share a strong determination to develop the provision; they work together to successfully target improvements for children.

What steps need to be taken to improve provision further?

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

- develop further the provision for children who have English as an additional language and ensure all staff have a secure understanding of children's backgrounds, ethnicity and culture in order to ensure their individual needs can be met
- ensure any behaviour management strategies that include physical handling are recorded and shared with parents.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment procedures help keep children safe, with all necessary checks completed before adults work with the children. Staff attend regular training in child protection so they understand about safeguarding issues. A thorough induction means they have a good understanding of their roles and responsibilities.

Robust risk assessments and daily check lists ensure hazards are minimised so children play in a safe and secure environment.

The pre-school manager, her support team and the committee work together to ensure the setting is effectively managed. Each adult working in the setting plays an active role in the successful operation of the provision, and as a result they show well deserved pride in their accomplishments. This enthusiastic staff team work together confidently to embrace new ideas, such as the recent implementation of free-flow play. There is a commitment to professional development at all levels; as a result staff are well qualified and competent. There is a clear system in place to reflect on the quality of the provision, which enables the setting to prioritise and make changes that benefit the children, such as the development of the outdoor area. This demonstrates the setting has a strong capacity to enhance the outcomes for children.

The partnership with parents is good and staff work hard to involve parents in the daily routines of the setting. Home visits give children and parents an early opportunity to build relationships with their key person and ensure the child has a friendly face to greet them on their first visit. Parents speak very positively about the quality of provision and say they are well informed about routines and events. They have regular times to share in their children's learning and development records and are positively encouraged to share what they know about their children's interests and abilities.

The key person system is given a high priority and as a result key workers speak knowledgeably about the children in their care; they know the families and have built trusting relationships with them. This enables them to meet each child's individual needs well. Sometimes this information is not shared effectively with other staff working with the children. This means, potentially, they are hindered in their ability to offer the same highly personalised individual care as the key person. Strategies to help parents and children who have English as an additional language are well established, for example, parents and staff who speak other languages are identified so they can help with settling in. There is a wide range of multicultural resources and children have opportunities to see and hear their own language through displays, books and music. The setting has a pro-active attitude towards planning for inclusion to enable staff to meet the needs of all children including those who have special educational needs and/or disabilities.

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

Children receive a warm welcome from staff when they arrive and settle easily to their play. Children enjoy interacting with staff and each other, for example, happily joining in with sharing games. Resources and activities are extremely well planned, ensuring a rich and stimulating environment. As a result, children are inquisitive and motivated to learn. The free-flow play environment positively encourages children to make choices about their learning experiences and they confidently access the resources independently. Children have clear boundaries to encourage them to behave well and as a result they play harmoniously together.

Staff agree methods with parents to deal with unwanted behaviour where necessary but do not always record occasions where there has been a need for physical intervention.

Staff have a broad understanding of the learning and development requirements of the Early Years Foundation Stage and know the children well. Each child has personalised learning plans that incorporate observations from staff and parents. These are used effectively by staff to plan and provide for children's next steps. Mark-making is promoted in many ways, for example, children use chalks both indoors and outdoors. Freely accessible pens, pencils and felt-tips mean children develop good habits and become accustomed to marking their work and practising pre-writing skills. Children's creativity is celebrated in all parts of the pre-school by the many varied displays of children's self-initiated art work. Their self-esteem is high and they enjoy showing off their highly individual paintings, drawings and models. Books are readily accessible and children show they enjoy choosing stories to look at in a quiet corner, or sharing with an adult.

Children have ample opportunities to play outside in the stimulating and well-equipped garden. They can be found outside even in inclement weather stacking bricks, mark-making with brushes and water, or having fun with wheeled toys. Staff promote children's learning well with good questioning, such as speculating which tools might cut up the pieces of ice. Large play equipment on the adjacent play area enables children to climb, scramble and crawl to develop their physical skills. Staff are vigilant to children's needs, for example, ensuring children are well wrapped up before they go out in icy weather.

Children benefit from exceptionally varied and nutritious snacks and have constant access to fresh drinking water. They take an active part in food preparation and make informed choices about when and what to eat. Parents provide children's lunches, which are suitably stored so they keep fresh. A well-stocked kitchen garden helps children gain a good understanding of where their food comes from. Hygiene is promoted very well; children show high levels of independence as they wash their hands or help themselves to tissues to wipe their noses. Children learn to keep themselves safe, for example, they practise the fire drill on a regular basis.

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	1
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	1
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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