

Ladybirds Pre-School Leavenheath

Inspection report for early years provision

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Inspector

Lynn Smith

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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

Ladybird pre-school was registered in 1990 and is committee owned and run. It operates from a village hall in Leavenheath in Suffolk. A fully enclosed garden provides outdoor play facilities. The pre-school is open from 9.15am to 12.15pm three days per week and from 12.15pm to 1.15pm for lunch club. The setting also offers an afternoon session from 1.15pm to 3.15pm on Wednesdays, term time only.

A maximum of 24 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 23 children on roll. The pre-school supports children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs five members of staff. Of whom four including the manager hold appropriate qualifications to at least Level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides for children's learning and welfare needs effectively. Staff embrace the Early Years Foundation Stage and confidently deliver it through their clear and well-established practices and procedures. Staff know the children and families attending well and work effectively with parents to ensure every child is included and welcomed into the setting. Some systems are in place for working in partnership with other settings in the wider context.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development
- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Children are well-protected from harm as staff at the setting demonstrate secure knowledge of their responsibilities with regards to safeguarding. They regularly

review and update their safeguarding training to ensure they remain abreast of changes to current policy and local guidance. All staff and committee members are appropriately vetted and proof of their suitability clearance is held on file. A clear written safeguarding policy is shared with parents and ensures that staff are aware of their roles. Children play in a safe and secure environment as staff conduct effective risk assessments and safety checks each morning before the children arrive.

The setting is supported by a parent's committee and run by a manager who has been a core member of staff for many years. The staff team is stable with few personnel changes which provides consistency for children. The staff team have ambition and endeavour to move forward through regularly reviewing their working practices and policies. The setting identifies areas for improvement through self-evaluation.

Resources are effectively presented on low level tables and large floor mats to enable children to safely and freely plan and choose their play. The setting has a very good selection of toys and play equipment which is alternated on a daily basis. The addition of a new larger shed enables staff to store and organise the equipment more effectively. Staff deployment is good and the effective adult to child ratio ensures that all children are well-supported and supervised. Staff have identified roles each day which ensures that the session runs smoothly and that all tasks are efficiently undertaken. Staff are committed to developing their personal knowledge and interests through training and are well-supported by the committee and manager.

Parents are very complimentary of the provision and feel that their children are making good progress in their learning and personal development. They are actively involved in the setting as staff provide effective verbal feedback about the children's session and what they have been doing each day. The setting has some systems in place to enable them to work effectively with other settings, however, the systems currently in place do not enable them to share relevant information about children's learning with other early years provision to provide continuity.

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

The range of well-presented toys and play materials on offer to children enables them to freely explore their learning environment. They enjoy their pre-school session and are provided with good opportunities to plan and guide their own learning. In addition to the free play opportunities, staff also provide some planned activities based on children's interests from the previous week. The well-equipped and interesting garden enables children to develop physical skills, learn to negotiate space when running or driving cars and scooters. It provides opportunities for children to explore nature and to dig in the flower beds. Children enjoy listening to stories and have great fun participating in the telling of the story by holding appropriate visual images and joining in at appropriate times. Staff

carefully observe the children's play and record their observations in the children's learning journeys. They plot their progress using the development matters system, which enables them to identify children's next steps in learning.

Children behave in ways which show that they are confident and safe within the pre-school setting. They move around the hall and outdoor area with support of the staff. They develop knowledge about safe habits and keeping safe as they enter into discussions with the adults caring for them. They learn about people who help us in the environment when visitors come to the setting to talk to them. Children are fit and healthy as they regularly participate in outdoor, physical play. They develop good hygiene habits such as washing their hands after using the toilet and using anti-bacterial gel to cleanse their hands before eating snacks and meals. The setting offers a rolling snack bar during the pre-school session which enables children to make decisions about when to eat and drink. Whilst children are encouraged to develop some independence skills during this part of the session, opportunities are missed for them to play a fully integrate role. For example they are not always provided with opportunities to make their own sandwiches or to butter crackers etc.

Children enjoy their pre-school experience and develop a good sense of belonging and confidence. Staff promote their self-esteem by offering praise and encouragement and promoting their independence in most areas. Children have some opportunities to develop their knowledge of other people's differing needs through resources, activities and the celebration of festivals and special occasions. The freely-chosen and planned activities available to children enables them to develop good skills for the future. Many children write recognisable letters and proficiently talk about the sounds that words begin with. They use numbers in everyday activities, such as, counting the number of children present each day.

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