

# Ladybird Play and Toddler Group

Inspection report for early years provision

---

**Unique reference number**

EY280989

**Inspection date**

19/05/2011

**Inspector**

Emma Bright

**Setting address**

The Salvation Army Hall, Impington Lane, CAMBRIDGE,  
CB24 9LT

**Telephone number**

07786 752949

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Ladybird Play and Toddler Group was registered in 2004 and is managed by a committee of parents of children who attend the group. It operates from the Salvation Army Hall in the village of Impington, on the outskirts of Cambridge, Cambridgeshire. The group is open three days a week, Tuesday, Thursday and Friday during school term times. Sessions are from 9am to 12pm. All children have access to an enclosed outdoor play area.

A maximum of 30 children may attend the group at any one time and there are currently 41 children on roll who are within the Early Years Foundation Stage. The group is registered on the Early Years Register. Children come from the local area. The group supports a small number of children who have English as an additional language.

The group employs six staff, four of whom hold appropriate early years qualifications and one is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met through positive relationships with parents. Staff provide a warm and welcoming environment and children enjoy their time at the pre-school. Systems to monitor and evaluate the provision are evolving. The environment generally promotes children's welfare and the required documentation is in place to ensure their health and safety needs are met.

## **What steps need to be taken to improve provision further?**

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

- develop staffs' knowledge and understanding of the learning and development requirements so that they can confidently support and extend each child's learning in a range of challenging experiences
- develop the use of information gathered about children's learning so it can be used effectively to identify learning priorities and plan relevant, motivating experiences and so that parents have opportunities to contribute to these records
- maximise the use of the environment to support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- provide opportunities for children to use, hear and see their home language in their play and learning
- develop the system for monitoring and evaluating the early years provision in

order to maintain continuous improvement, taking into account the views of children, parents and staff.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Adults demonstrate a sound knowledge and understanding of Safeguarding Children procedures and help children to understand how to keep themselves safe. For example, they practise the fire drill regularly so that they know what to do in an emergency. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. The required documentation is in place for the safe running of the setting and the implementation of them promotes and safeguards children's welfare.

The system to monitor and evaluate the early years provision is in place. However, this is not fully developed and does not secure the opinions and ideas of children, parents and staff in order to maintain continuous provision. Some recommendations from the previous inspection have not been effectively addressed to demonstrate how the setting maintains continuous improvement. Staff are appropriately deployed to ensure children are safe and supervised at all times. However, staff do not always make full use of the environment and resources to effectively support children's learning both indoors and outdoors. Links are developing with others in order to further support children. Appropriate systems are in place to support children with special educational needs and/or disabilities.

Staff work in partnership with parents and carers to ensure children's individual needs are met. Suitable information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual needs. Staff offer daily verbal updates to ensure parents are informed about their child's care and progress. Parents state they are happy with the provision and speak highly of the staff team. Although, staff ensure that they find out about the children's home language and gather key words, children have fewer opportunities to use, hear and see their home language in the setting. This potentially affects their ability to confidently use their own language outside the home and build strong bilingual foundations when learning English.

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

Children enjoy a sound range of activities and this enables them to make satisfactory progress across the areas of learning and development. Although, staff understand about delivering the learning and development requirements in the Early Years Foundation Stage, they are not confident in their knowledge to enable them to support and extend each child's learning in all areas. A system for planning and assessment is in place, but not fully effective. Children's

achievements records are not used to inform individual planning in order to effectively identify the next steps in children's learning and build on what they know. Parents have fewer opportunities to contribute to their child's records.

Children are able to make some choices about what they do. For example, snack time is offered on a 'rolling basis' so that children can choose when they want to eat and this allows them to continue their activities uninterrupted. Staff have warm and caring relationships with children. They behave well and staff praise their achievements and this helps them to feel good about what they do. Children enjoy playing together and explain that they 'like to play with their friends'. They are beginning to learn about sharing and turn taking and their behaviour is good. Children have some opportunities to explore their imagination in role play and they enjoy some creative activities.

Children are becoming confident communicators and they confidently initiate conversations with adults and each other. They have opportunities to select books and enjoy listening to well read stories in the book corner. Children learn about nature as they help to plant tomatoes and flowers and they demonstrate curiosity about spiders as they hunt for spider webs. Children develop their small muscle skills as they use a range of tools, such as scissors and they use knives to cut their fruit for snack. These simple activities satisfactorily lay the foundations to begin to support children's future learning.

Children are beginning to learn about the importance of a healthy diet and they enjoy a range of fresh fruits at snack time. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. Half of all staff hold current first aid certificates, which means that they can respond appropriately if children have an accident whilst in their care. Children enjoy opportunities to play outside and they access the outdoor area throughout the session. They ride around on tricycles and practise their balancing skills as they walk across stepping stones.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

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

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

