

Ladybirds Pre-School (Ludlow)

Inspection report for early years provision

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Inspector Margaret Faull

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Ladybirds Pre-school re-registered in 2011. It operates from the community room within the premises of Ludlow Infant School, in Sholing, Southampton and is managed by a voluntary management committee made up of parents of children who attend the preschool. Ladybirds is open Monday to Friday from 8.45am to 11.45am and Monday to Thursday from 12.40pm to 3.40pm term time only and uses the High Scope approach to learning. It is registered on the Early Years Register. The setting may care for no more than 26 children in the early years age group, of these, none may be under two years at any one time. It provides care in the following areas, pre-school room, outside play area and associated facilities. The children have access to their own secure, enclosed, outdoor play area. There are currently 57 children from two to under five years on roll. Of these, 54 children receive funding for early education. Children who attend come from the local community. The group currently supports children who speak English as an additional language and welcomes children with special educational needs and/or disabilities. The pre-school employs nine members of staff who work directly with the children, all of whom hold the appropriate early years qualification. Five of the team hold Level 3 and the others are all working towards the next level.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Ladybird's Pre-School provides an outstanding and inclusive learning environment, catering for the varying needs of its children. The children are happy, friendly, independent, motivated to learn. They make excellent progress, due to the very good adult support. Relationships are very strong, resulting in high levels of good behaviour. This results in a very safe environment where the children's learning journeys are supported and promoted by the provision of a full range of activities and very effective adult support for individual learners. The staff are fully committed to providing the best for the children in their care. The setting has outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop a new transfer record document with the reception teachers to aid transition.

The effectiveness of leadership and management of the early years provision

There is a very strong team ethos in the setting. The whole team contributes very effectively to the planning which takes into account the needs of all the children. Staff are well qualified, recruitment procedures are good and all necessary checks are robustly carried out. A detailed self-evaluation document, with its accompanying action plan demonstrates a team striving for the best for the children in their care.

Brief review sessions are held after every afternoon session and staff meetings with all the team members are held twice weekly to discuss children's progress and develop ideas for planning. The recommendations from the previous report have been fully implemented and the setting has excellent levels of self evaluation that demonstrate an excellent capacity for continuous improvement. Staff are well trained with good evidence of planned training recorded and a very supportive system of appraisal.

An excellent staffing ratio is maintained in all sessions. A wide range of resources are available and changed during the course of the sessions. Resources, such as books and toys and signage are used effectively to make children more aware of cultural diversity, together with a celebration of the festivals celebrated in multicultural Britain. Statutory requirements for all registration and health and safety procedures are met fully, including emergency procedures and risk assessments.

The key person system is used well to liaise with parents and carers, and to monitor each child's individual development and learning. There are good links with the local primary schools. The local authority early years support teacher and pre-school development worker visit and provide support. There are very effective links with the Speech and Language unit and community nurse. There are very effective transition arrangements into the pre-school and onwards to infant school. With the local authority withdrawal of the provision of record booklets, there is currently no transition document that is shared with the reception teachers.

Parents and carers are encouraged to be fully involved in their child's learning journey and links with parents and carers are excellent. Admission arrangements are very good and parents value them. Home visits enable parents and carers to have an opportunity to outline the child's interests and achievements to provide a starting point for the learning journey record. Parents and carers speak very highly of the support and progress their children make.

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

The spacious, bright, very well resourced large room gives space for the children to enjoy a wide range of activities. Well planned routines maintain security as well as providing excellent opportunities for children to pursue activities that promote learning and development. The inside and outside resources are very well used particularly for language development by excellent adult interactions learning activities through discussion and questions. Children make independent choices

from a wide range of resources that covered all areas of learning and development. Children enjoy painting and mixing colours, both indoors and outside. Effective adult interaction allows children to comment and develop their paintings. Children develop excellent physical and creative skills using water and sand tables and a good range of tools. Other children have free access to the outside climbing activities and activity vehicles. The dressings-up outfits enable children to explore their imagination and role play along with the pet shop area. Using numbers, for example on the toy vehicles enables children to develop very effectively their numeracy recognition and skills.

Excellent relationships are maintained at all times, that contribute very well to significant strengths in each child's personal and social development. The protected outside area is large with many different activities. It is well managed and supervised. There is a very wide range of learning opportunities through physical play which maintains high levels of activity, and the provision of the very large shed and quiet area means that all children can find their own space. They enjoy playing with sand and water which contributed to their excellent physical and imaginative development. Their excellent progress in knowledge and understanding of the world is enhanced through gardening and learning about planting and growing vegetables and flowers, and through exploring wildlife in the wild areas outside.

Routines and procedures at the beginning and end of each session ensure safety and outstanding care as well as giving opportunities to talk to parents and carers. Children develop excellent levels of understanding about making healthy choices. They enjoy snack time, like their choices of fruit, milk or water. They appreciate the range of healthy choices. Specific tastes and dietary needs are catered for. Children know routines for washing hands before snack. The kitchen area is separate from creative areas and good hygiene procedures are adhered to. The structured routines ensure that children understand how to be safe outside, help staff, and develop independence. During the inspection, group activities, such as making identity tags provided an excellent opportunity for adults to work with groups of children that very effectively promoted social creative and language development.

The end of sessions routines vary the tempo and prepare the children for the next series of activities. Children make very good contributions to self evaluation with key persons recording their comments. In the daily routine, they had responsibilities at snack time for passing the fruit and pouring the drinks. They knew where milk came from and that it helped them grow. Children are encouraged to join in group activities, such as musical movement. Outside visits to such places as the library, the park, the beach and the farm are linked in with planned-learning outcomes. They extend considerably the children's knowledge and understanding of the outside world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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