

# Ladybirds Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	219245
<b>Inspection date</b>	04/07/2011
<b>Inspector</b>	Kelly Eyre
<b>Setting address</b>	Bunyan Meeting Rooms, High Street Elstow, Bedford, Bedfordshire, MK42 9XP
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<b>Email</b>	
<b>Type of setting</b>	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

Ladybirds Pre-school was registered in 1991 and is run by a voluntary management committee. It operates from a church building in Elstow, near Bedford. The setting is accessible to all children and they have access to the fully enclosed outdoor play area.

The setting provides funded early education for three and four-year-olds. It is open each weekday, except for Thursdays, during term-time only and sessions are from 9am to 11.30am and from 12.15pm to 2.45pm, with the option of a lunch club between these sessions. Children may attend for a variety of sessions. The setting is registered on the Early Years Register to provide 30 places and there are currently 41 children on roll who are within this age group. The setting serves a wide catchment area. It currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language.

The setting employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and four at level 3 or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting utilises effective self-evaluation procedures, supporting them in making appropriate ongoing changes and thus improving the outcomes for children. The good partnership working with parents and carers enables staff to gain a thorough understanding of each child's needs. They are therefore able to ensure that these are consistently met and children are supported in participating in activities and play opportunities. Effective assessment and planning procedures mean that children's development is appropriately promoted. The good use of all resources means that children are offered an extended range of activities and learning opportunities.

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

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

- develop further the assessment and planning procedures to show how children's next steps are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development
- improve further the systems for organisation of the setting by continuing to develop the use of self-evaluation to support ongoing improvements
- offer children further opportunities to find out about and identify the uses of everyday technology and use information and communication technology to

support their learning.

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

The setting implements appropriate safeguarding procedures, ensuring that children's welfare is consistently promoted. The majority of staff have attended additional training and policies relating to this area have been reviewed to make sure that all staff can work together to protect children. Robust checks are carried out to ensure that staff are suitable to work with children. Thorough risk assessments and daily checks ensure that children's safety is promoted. Specific discussions and ongoing explanations from staff help children gain an appropriate understanding of safety issues. For example, they talk about road safety and practise this when they go out for walks around the village.

The manager, staff and voluntary management committee demonstrate a genuine desire to continue to develop and improve the setting's practice. The appropriate prioritisation of improvements means that effective changes are made and the outcomes for children are therefore improved. An example of a recent change is the improved use of the outdoor play area, meaning that children are offered further activities and play opportunities in this area. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. The good use of all resources means that children are offered an extended range of opportunities. For example, staff pay attention to the daily setting-up of the main play area, ensuring that resources are easily accessible and putting up displays and posters that enhance children's play.

Staff demonstrate a sound understanding of anti-discriminatory practice and there are appropriate procedures to support the manager in effectively monitoring this area. This helps the setting to ensure that their childcare is inclusive for all children. Staff work with parents and carers to obtain a clear understanding of each child's needs, using this information to help ensure that their individual needs are consistently met. Children's sense of belonging is promoted as staff are observant and children's interests are often included in the activity planning. The good relationships with parents and carers mean that they are kept well informed of their children's progress and activities, for example, through daily discussions, newsletters and regular parents consultation events. There are no children on roll who also attend other early years provision. However, the manager and staff understand the importance of working closely with other providers to support children's continuity of care when the need arises.

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

Children make effective progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage. They implement appropriate procedures to observe and assess children, using this information to inform activity planning and thereby support the promotion of children's individual

development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next developmental steps are consistently fed into the overall planning. Staff are caring and committed, building good relationships with children, and thus creating a secure environment. Children respond to this and their behaviour shows that they feel safe. For example, they independently choose resources and happily include staff in their play and discussions.

The thoughtful provision of some resources encourages children to participate and therefore to extend their learning. For example, they enjoy helping themselves to clipboards and pencils, pretending to make notes and lists and thus developing their early writing skills. Good staff interaction and the provision of additional resources help extend children's thinking and learning. For example, the play dough table has a recipe book, cake cases and birthday candles. Children enjoy pretending to make cakes, 'cooking' these in the role play area and bringing them back to decorate with candles.

The consistent approach to behaviour management supports children in gaining a sound understanding of appropriate behaviour, and thus developing skills for the future. Staff offer children explanations and encourage them to share and to understand each other's needs. Children are offered adequate opportunities to develop their understanding of diversity. They access resources, such as books, which give positive images and information, and also participate in specific activities. For example, they celebrate festivals such as Diwali and Christmas. The setting's good procedures for working with parents and carers mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and to those who speak English as an additional language.

Children are gaining a sound understanding of the importance of good health practices. For example, they wash their hands before eating and discuss the relevance of this with staff, often referring to associated posters to reinforce their understanding. Children's development is promoted as staff join in with their play and extend this. For example, a staff member joins children who are drawing, encouraging them to draw around their hands and going on to count the number of fingers and talk about the different shapes. Children are appropriately encouraged to experiment and to become active learners. For example, they explore ice in the cold weather, bringing icicles in from outside and watching as these melt.

Children have access to a limited range of information and communication technology equipment. For example, they use a programmable robot toy and calculators. Therefore, their knowledge of the uses of everyday technology and the uses of information and communication technology is not fully extended. Children are offered effective opportunities to begin to learn about living things. For example, they are growing flowers in pots in the outdoor play area.

## 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	2
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### 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

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