

Ladybirds Pre-School

Inspection report for early years provision

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Inspector Deborah Wylie

Setting address Dishforth Airfield CP School, Short Road, Dishforth Airfield,
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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

Ladybirds Pre-School has been registered since December 2005 and operates from self-contained rooms at Dishforth Airfield Community Primary School, close to Thirsk in North Yorkshire. Children have access to a secure enclosed outdoor play area and can also use the school hall. The setting is managed by the Army Welfare Service Management Committee. A maximum of 16 children between the ages of two to five years may attend at any one time. The setting is open from 9am to 3pm Monday to Friday during term time only.

There are currently 23 children on roll who are within the early years age range. Funded education places are available for children who are eligible. It is registered by Ofsted on the Early Years Register. The setting supports children with special educational needs and/or disabilities.

Currently three staff work with the children. One holds a relevant early years degree, two others hold an appropriate qualification at level 3 and of these, two are working towards a degree in early years. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Confident, happy children are nurtured by caring and sensitive adults at Ladybirds Pre-School in an inclusive atmosphere. Suitably checked, well qualified staff ensure that children's welfare needs are generally met in a safe and secure environment. Staff knowledge of all children as individuals ensures that planning for learning and development is sound with most children making appropriate progress given their age, ability and starting points. Recent self-evaluation incorporates feedback from parents, carers and staff, and shows clear evidence that future plans are well targeted to improve the setting. Historically the setting has shown satisfactory capacity to maintain continuous improvement but the pace of improvement has quickened rapidly since the new manager came into post. This is starting to impact positively on outcomes 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 planning system by using children's observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child which cover all aspects of each of the six areas of learning
- ensure that risk assessments cover anything that a child may come into contact with, such as the play equipment outdoors.

The effectiveness of leadership and management of the early years provision

Leaders ensure that appropriate policies and procedures are in place for safeguarding children and the vast majority are followed carefully. Most records are maintained to a satisfactory standard although some equipment outdoors has not been assessed to minimise risks. Staff are effectively trained in food handling and in first aid ensuring that children's health is well promoted. Fire evacuation procedures are sound and staff show confidence when explaining how to deal with issues relating to child protection. Clear systems for checking the suitability of staff who work directly with the children, are in place.

High staffing levels support children well throughout the sessions. Resources have been developed recently to better reflect children's interests and cover most areas of their learning as well as supporting their awareness of cultural diversity. Partnerships at the setting are developing appropriately. Previous inspection recommendations have been addressed well and parents and carers access information via the notice board, newsletters and recently introduced home-link books. Consultations take place regularly to inform parents and carers formally about their child's progress and to reinforce new strategies for sharing information about their learning.

Staff challenge gender stereotyping through the curriculum. Leaders promote equality and diversity appropriately, by speedily securing support for children with special educational needs and/or disabilities through links with the local authority. Sound partnerships with the school and other agencies exist, although these have not yet translated into impacting more than satisfactorily on the progress made by children. Clear evidence from local authority reports demonstrates how the setting has made improvements to the environment over the past twelve months. Recently appointed leaders at the setting have correctly identified a range of priorities, and have a strong, clear vision for the future. A variety of new initiatives have been successfully introduced. Fresh drinking water is now available outdoors and, new equipment has been purchased. Staff training needs have been identified and a professional development document library for staff is now available to enhance their knowledge and skills. Furthermore, staff have been given release time for planning and procedures to develop reflective practice within the provision have been introduced. Partnership working with the host school are also being put in place. These improvements, introduced by the new manager, demonstrate a positive attitude towards driving improvements within the setting, but are too recent to impact significantly on outcomes for children or the progress they make.

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

Children at Ladybirds Pre-school enjoy their experiences at the setting because adults know and follow their interests appropriately. Staff are beginning to use questioning techniques to support children's thinking skills, and they have

established secure routines and systems that support children's emotional security. Planning is linked to children's interests. Staff make observations of children's progress and these are well documented, but completed infrequently. As a result planning does not optimise children's observations and assessments to effectively identify learning priorities and plan relevant and motivating experiences for each child which cover all aspects of each of the six areas of learning.

Children separate happily from parents and carers and keenly listen to the planned activities for the day, answering questions confidently. They have grown a wide range of vegetables in the outdoors, and have access to a safe enclosed outdoor area. Whilst playing outdoors children enjoy digging and transporting soil, and feeling the different textures of sand and water. Creative opportunities such as painting with an adult or engaging in role play for their imaginary sweet shop are also available for children in the outdoor play area. Children work happily both collaboratively and independently. Children confidently ask for adult support when they need it and adults extend vocabulary by encouraging children to think for themselves when they present a problem. Behaviour is satisfactory and children mainly behave in a way which is positive towards one another. Children show independence with their personal hygiene tasks. They spontaneously remove mud from their shoes before going indoors, using the boot scraper and they know to wash hands before enjoying their healthy snacks such as yoghurt or fruit. There are ample opportunities to develop physically, such as using the climbing wall and jumping and chasing one another as they run around in the fresh air. Such experiences support children in developing skills for the future. There are good opportunities for children to adopt healthy, active lifestyles. Children's welfare is promoted satisfactorily at the setting and they enjoy friendly and secure relationships with staff members.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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