

Ladybirds Pre-School (Porchester)

Inspection report for early years provision

Unique reference number	EY423715
Inspection date	18/07/2011
Inspector	Lynn Reeves

Setting address	The Scout Hut, Porchester Road, Southampton, SO19 2JD
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Telephone number	0238 0431226
Email	ladybirdpreschool@hotmail.co.uk
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 registered in 2010. It operates from the Portchester Road Scout Hut in Woolston, Southampton. Children have access to the main hall and toilet facilities. There are kitchen facilities and a secure outdoor play area. The pre-school is registered on the Early Years Register. A maximum of 26 children, aged two to the end of the early years age group may attend the setting at any one time. Currently there are 59 children on roll, of these 56 are in receipt of nursery education funding. The children attend a variety of different sessions. The group opens Monday to Friday, from 8.45am until 11.45am and then 12.30pm until 3.30pm. Some children attend a lunch club between sessions. It operates during term time only. There are six members of staff who work directly with the children, all of whom hold a relevant child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear happy and are enjoying their learning in a safe, secure and exciting early years environment. They have formed good supportive friendships with both the staff and other children. Staff are skilled at ensuring all children can take part, whatever their stage of development or background. The children are making good progress because staff recognise the uniqueness of every child, and are adept at working effectively with parents and other agencies, where required, to ensure appropriate support is provided. Most policies and procedures are implemented effectively. Ongoing evaluation and regular monitoring ensures areas for development are continually identified and acted on, showing a good commitment to maintaining improvement to the setting.

What steps need to be taken to improve provision further?

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

- further develop the organisation of resources for creative play to ensure children get the best out of the planned activity
- further develop and practice fire evacuation drills to ensure all children attending the setting know what to do in an emergency situation

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted through good record-keeping, documentation and support by the staff. Staff have completed 'safeguarding children' training and are therefore aware of the procedures to follow should they have any concerns about the safety or welfare of a child in their care. There is a robust system in

place for ensuring all staff are vetted and these records are updated and reviewed annually. The ongoing suitability of all staff is monitored through practice observations, training opportunities and appraisals. Comprehensive risk assessments of the setting mean that children can move around in a safe, secure environment, where hazards have been minimised. Fire drills are conducted, although opportunities to ensure that all of the children know and practise this procedure are not yet fully developed.

All staff are qualified and have good knowledge of the Early Years Foundation Stage and the early learning goals; this ensures the children progress well in all areas of their learning. The staff plan purposeful and exciting activities which are led from the children's ideas. Staff deployment is very good, ensuring all children are fully supervised and receive good support and encouragement throughout the day. The manager and staff value every child as a unique individual and interact well with the children. They question children effectively to help them think about what they are doing and to solve problems for themselves. All staff have a good understanding of the children's individual needs and backgrounds, thereby ensuring they are able to meet their needs at all times. They interact with the children when needed, sometimes taking part in the children's chosen activities; or standing back to let the children's play develop. Staff plan a wide range of purposeful activities and most are resourced effectively, however, during messy play some children lose interest when the intended outcome does not work in practice.

The pre-school is a light, bright and colourful space and very welcoming to both children and their parents. Examples, of children's artwork and creations are displayed, developing their sense of belonging and achievement. The children have access to the resources and materials that are suitable for their age and stage of development. The equipment is stored at a low level and labelled to encourage the children to make their own choices. Staff show an awareness and have a good understanding of equality and diversity, enabling them to provide a service which is inclusive for all children regardless of background or ability.

Staff effectively work in partnership with other agencies to support individual children, particularly those with identified additional needs and for whom English is an additional language. The setting communicates well with all parents, enabling them to work together in partnership. Staff spend time getting to know the children and their families before they start attending and home visits are completed so the key workers gain a good understanding of the child's background and starting points. Records include information about the children's favourite things, dietary requirements and any medical, cultural or religious needs. Parents are provided with information displayed on a notice board, through consultation, questionnaires and regular newsletters. Parents are able to speak with their children's key person at any time and have access to their child's learning journals on request. Parents are also encouraged to be involved in their children's learning and they contribute to the 'Wow' boards, sharing and celebrating their children's achievements both at home and in the pre-school. The setting has good links with other early years providers that the children may attend and with the local primary schools ensuring good transition for the children when they are ready to leave and

move on to formal schooling.

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

Children make very good progress in their learning and development at the pre-school. They flourish in the skilled care of the staff, becoming confident, independent and autonomous learners. Children are highly motivated and purposeful, showing good levels of concentration as they independently set out, work with and put away the various activities available to them. For example, on the creative table some children decide to make 'crowns' and find the paper, card, scissors, glue and lolly sticks to create their own designs. Staff are on hand to help and support when needed and continually praise the children for their efforts.

Staff spend time observing the children at play and record what they can do. They collate the information to identify the children's individual next learning steps and plan a wide range of activities and experiences to ensure they continue to make consistent progress, promoting their learning and development successfully. Activities are a mixture of adult led and child led and are an extension of what the children like to do. For example, most children said they like playing with the paints, therefore staff organised a range of different painting activities to support this. Some enjoyed hand printing, mixing the colours together and squidging the paint between their fingers. Others like the splatter paint activity; filling tights with rice to make a heavy ball and then dipping them in paint to 'splat' shapes onto paper; whilst others enjoyed trying to make bubble prints by blowing the paint through straws. This activity therefore supports children's creative needs well, whilst also recognising that children learn in different ways and enjoy different approaches to play.

There is a calm atmosphere in the pre-school room and children remain busy, moving from one activity to another, indoors and outdoors. The children thoroughly enjoy playing in the garden, riding their bikes around and stopping at the pretend petrol pump. Children develop good muscle control and balance as they play with the hoops, walk on the stilts and climb over the crates. They develop their curiosity as they dig in the dirt, searching for the bugs or planting seeds. Children demonstrate good hand to eye co-ordination using the scissors and glue sticks and enjoy just sitting in the quiet area with their friends. Others just enjoy dressing up or sitting on the blankets to look at books. Children are confident in their language development, happily chatting to adults about what they are doing. They talk about their own home experiences, such as the birthday party a child had or the horse riding lessons. They use their imagination well playing with the play dough pretending to prepare for a party; making cakes, pizzas and biscuits. They share the resources well, using the rolling pins and cutters, counting how many things they have cut out and naming the different shapes.

Staff are attentive and respond well to the children's needs, for example, cuddling a child after she had an accident with the scooter and helping younger children on

with their socks and shoes. Children are developing very good self-care skills as they attempt to put on their own aprons, coats and shoes. They butter their own crackers at snack time and pour their own drinks, developing good self-help skills for the future. Children with additional needs, or who have English as an additional language, are identified and well supported both within the setting and by calling upon external professional help. Children are starting to learn to link sounds and letters and find their names on arrival and on the rolling snack table. Children mark make in all sorts of situations, such as in role play to make lists, using the chalks and paints and some attempt to label their own work.

The pre-school displays a good commitment to promoting positive attitudes towards the diversity of people within the community. Toys and books contain appropriate images and the preschool celebrates a variety of different cultural festivals and events with food, music and artwork, throughout the year.

Children are aided in keeping themselves safe and healthy. Staff gently remind children about moving sensibly and children understand that by using the sand timer they must take turns on the climbing frame. Staff implement good hygiene procedures throughout the setting to help prevent the possible spread of infection. Children benefit from the well planned range of healthy and nutritious snacks and enjoy times to sit with their friends and engage in meaningful conversation with each other the staff members.

Children enjoy their time at pre-school, building warm and friendly relationships with one another as well as the adults around them. The consistent rules and boundaries implemented by staff are effective and children learn good behaviour by being able to sort their own problems out and thinking for themselves what could be the best outcome for everyone. The children are confident and articulate, able to express their needs and feelings and ask questions. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

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

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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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