

Ladybird Kindergarten

Inspection report for early years provision

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508724

Inspection date

08/11/2011

Inspector

Ann Cozzi

Setting address

Little Warley & Childerditch Village Hall, Magpie Lane, Little Warley, BRENTWOOD, Essex, CM13 3DZ

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Type of setting

Childcare - Non-Domestic

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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

Ladybirds Kindergarten is privately owned and managed. It opened 1993 and is registered by Ofsted on the Early Years Register. It operates from a village hall in Warley, near Brentwood, Essex.

The pre-school is open five days a week from 9.15am to 12.15pm term time only. All children have access to a secure enclosed outdoor play area. A maximum of 24 children may attend the nursery at any one time. There are currently 21 children on roll, of whom 10 are in receipt of early education funding.

The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Whilst there are systems in place to record children's progress they are ineffective, therefore, the uniqueness of each child is not fully identified in planning to ensure that no child is disadvantaged. The provider demonstrates a limited understanding of protecting children's welfare. Partnership with parents and other partners is satisfactory. Children's progress is inadequate given their age, ability and starting points. Systems to promote improvements are ineffective, resulting in a provision that fails to identify and prioritise areas for improvement, in order to improve outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that employment procedures are robust and maintain records of information used to assess staff suitability, including references and the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained (Suitable people) (also applies to both parts of the Childcare Register) 22/11/2011
- ensure that adults looking after children have appropriate training skills and knowledge; this refers 22/11/2011

- in particular to carrying out regular staff appraisals for all staff to identify training needs and gaps in knowledge and put in place a training programme to meet these needs (Suitable people)
- ensure that there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 22/11/2011
 - promote the good health of children; this is with particular reference to ensuring that fresh drinking water is available and accessible at all times (Safeguarding and promoting children's welfare) 22/11/2011
 - ensure that children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 22/11/2011
 - ensure that records are easily accessible and available for inspection by Ofsted (Documentation) 22/11/2011
 - take necessary steps to promote the welfare of children; this is with particular regard to ensuring parents are given free access to developmental records about their child (Safeguarding and promoting children's welfare) 22/11/2011
 - implement effective systems to ensure that the individual needs of all children are met by leading and encouraging a culture of reflective practice and self-evaluation that will improve the quality of provision for all children (Organisation) 22/11/2011
 - undertake sensitive observational assessment in order to plan appropriate experiences for each child's stage of development as they progress toward the early learning goals (Organisation) 22/11/2011
 - make sure that there is a balance of adult-led play and freely-chosen or child-initiated activities (Organisation). 22/11/2011

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. This is because there is insufficient evidence to demonstrate how the suitability of staff is determined. For example, records relating to references and Criminal Record Bureau checks being undertaken on all persons aged 16 or over working in the premises. This gives children a false sense of security in regard to children feeling safe. In addition there is no named deputy who is able to take charge in the absence of the provider as required. These are both specific legal requirements in the Statutory Framework for the Early Years Foundation Stage. There are written risk assessments in place which identify how risks to children inside and outside of the setting are minimised. The setting has a safeguarding policy in place as required

and the provider is the designated person. The staff team have undertaken relevant training and demonstrate an adequate understanding of safeguarding procedures. On the day of inspection a number of the setting's records were not available for inspection as required. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Security systems in the setting prevent any intruders from entering the building and the alarm system ensures that children are not able to leave unnoticed. Staff have current paediatric first aid qualifications which enables them to administer emergency care for children should an accident occur.

The deployment of staff ensures that the setting's routine is implemented, however, at times the routine and staff's overly directive practice limits children's free choice and access to all areas of learning. Staff awareness and understanding of effective ways to manage children's behaviour is very limited, for example, shouting over children to be heard rather than addressing the inappropriate behaviour. These are breaches of welfare requirements. This, along with the organisation of the setting, does not foster children's learning. Equality of opportunity is not effectively promoted because staff are ineffective in identifying and addressing differences in children's achievements, preventing their full involvement in activities. A recommendation raised at the last inspection regarding carrying out regular staff appraisal has not been met and is, therefore, taken forward at this inspection. This is a breach of welfare requirements.

Parents are provided with adequate information about their child's care via displays and thorough discussion with staff at pick up and drop off times. However, there are very few opportunities provided for parents to share secure information about their child's learning. Parents report that they think the setting is great and the provider is brilliant. Partnerships are in place with feeder schools and are satisfactory.

Self-evaluation is superficial because it fails to identify the weaknesses of the early years provision accurately. This is a breach of welfare requirements. As a result, most of the action taken by the provider has had too little impact on children's welfare, learning and development. In addition, the recommendations raised at the last inspection have not been met and are taken through again at this inspection. The effectiveness of current leadership and management in communicating ambition and driving and securing improvement is inadequate.

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

Children at this setting fail to make sufficient progress in relation to their individual starting points and capabilities. This is because staff do not undertake sufficient observations in order to accurately establish each child's stage of development. This is a breach of welfare requirement. As a result, children's individual needs are not recognised in order to support them to make progress in all areas of learning.

Children enjoy taking part in child-led learning opportunities, although, this is

limited due to the organisation of the daily routine and staff's overly directive approach. They demonstrate that they are inquisitive and independent learners as they take part in activities. For example, they competently use a rolling pin to prod and push their piece of dough, whilst more able children roll theirs out. When they successfully achieve this, they use single handed tools, such as cutters to make their chosen shape an arrow, square or circle. They confidently show the inspector the shape they have made and enjoy the praise they receive at this achievement. However, whilst engrossed in learning, children are interrupted by staff who play music and tell them that it is time to do exercises. Whilst some children want to take part in this physical activity, others become agitated and insist that they do not want to take part. During the activity, some of the children who were persuaded to join in become disengaged and as a result disrupt others. Children take part in craft activities, such as sticking using single handed tools, such as glue sticks competently. However, their creative development is limited because staff direct them telling them what they should put on their paper, how to do it and where it should go.

Behaviour management is inadequate as staff fail to address inappropriate behaviour or set consistent boundaries. In addition, the setting's routine places expectations on children which are inappropriate to their level of maturity and understanding. For example, the routine does not take account of the varying concentration levels of the children attending. This impacts negatively on their behaviour and younger or less able children become distracted or lose concentration during group times. Children are not always provided with challenges which are appropriate to their individual needs and as a result, they disengage from activities and become bored and disruptive.

Children are provided with a balanced range of snacks each day. Parents provide information about their child's individual dietary requirements at the start of placement. They are encouraged to follow established routines, such as washing their hands before snacks. However, children's independent access to fresh drinking water is limited. This is a breach of welfare requirements. Children have opportunities to take part in vigorous physical play both inside and outside of the setting. Children show a lack of understanding about rules and boundaries. For example, constantly shouting at each other and throwing resources which impacts on their ability to stay safe within the setting.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 22/11/2011
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 22/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 22/11/2011
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 22/11/2011