

Langshott Ladybirds

Inspection report for early years provision

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Inspector	Jacqui Lloyd
Setting address	Langshott Infant School, Smallfield Road, Horley, Surrey, RH6 9AU
Telephone number	07713 622761
E-mail	
Registered person	Langshott Ladybirds
Type of inspection	Integrated
Type of care	Sessional care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Langshott Ladybirds has been registered since 1999. It is a committee-run pre-school, operating from within the grounds of Langshott Infant School, Horley, Surrey. The pre-school is registered for a maximum of 20 children, aged from two to five years old. There are currently 39 children on roll. Of these, 24 children receive funding for nursery education.

There is provision in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school is open, from Monday to Friday, during term time only, offering morning sessions every day and two afternoon sessions. Children have use of one main room with access to an enclosed outdoor play area.

All staff hold appropriate early years qualifications and regularly attend further training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in the pre-school and benefit from the staff's close attention to promoting good health and hygiene. Children are extremely well protected from illness and infection as staff are conscientious in implementing appropriate exclusion periods for infection. The pre-school offers a healthy environment with ample natural light and good ventilation. This helps to prevent the spread of infection.

Children have an excellent understanding of the importance of personal care routines. They recognise the purpose of effective hand washing to protect themselves from germs and infection. Staff are attentive in teaching children good practice. For example, there are low level pictures in the bathroom, reminding children of hand washing routines. Staff are very attentive in ensuring that all toys and resources are appropriately cleaned and sterilised where necessary. In addition to this, staff give clear explanations to children about why toys must be kept clean to protect them from germs.

There is excellent provision for children to play outside all year round, regardless of weather, as children learn that appropriate clothing is needed to enable them to enjoy healthy outside play. For example, in wet weather children are dressed appropriately and thoroughly enjoy splashing in puddles and going on 'wellie walks'.

Children are very physically active and enjoy opportunities to climb, run and move around freely. They make full use of the outside play area, enabling children to use large play equipment, tunnels and ride-on toys. On a regular basis, children take part

in fitness activities, such as creative music and movement tapes, where they shriek with delight and join in with actions to the 'Funky Monkey' song. This demonstrates children enjoy active, physical play which contributes towards their healthy development. Children recognise the impact physical play and exercise has on their bodies, as a result of topic work and discussion with staff. This enables children to recognise when they need to rest, responding to their body's needs.

The format for snack time has been recently reviewed. Children now independently access healthy snacks of fresh fruit and drinks when they feel hungry and thirsty. This helps children to recognise their own needs and develop independence. Children learn about the need to eat healthy and nutritious food as staff consistently reinforce the importance of healthy eating and incorporate this into topic work. For example, children enjoy making face biscuits using crackers, cheese spread and a selection of raw vegetables and fruit. All children's individual dietary needs are considered fully in the planning of all activities involving food.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The premises offer a totally child-centred environment, which is bright, welcoming colourful and highly stimulating. The space and resources are extremely well-organised enabling children to access an extensive range of good quality toys and play materials. The low-level and accessible storage facilities enable children to make their own choices and select their own equipment and help with tidying away. This helps children to learn how to play safely, as staff explain to children why they must tuck their chairs under the tables and put toys away after playing.

Staff have an exceptionally high regard to the safety and welfare of the children. There are very effective procedures in place for the safe arrival and departure of children and security of the premises. For example, doors to the pre-school are alarmed giving an audible warning to staff. Parents are requested to operate a 'one-way system' through the building when collecting children. During this time staff are positioned at each door to ensure children leave safely.

Children know how to keep themselves safe and look after each other, as a result of constant, gentle reminders from all staff. Children are reminded to use 'walking feet' indoors and 'gentle hands' when playing together. Staff supervise the children extremely well and provide children with opportunities to learn how to keep themselves safe and free from harm. For example, whilst playing on the climbing frame children clearly understand they must keep either 'two hands or two feet touching the climbing frame at all times'. Staff offer clear explanations to children about the importance of safe behaviour. For example, to prevent climbing on furniture, children recognise they must 'keep two feet on the floor at all times to help keep yourself safe'. As a result of these measures, children learn to take responsibility for themselves and recognise the importance of safety.

Children are very well protected in relation to child protection. Staff have a clear

understanding of their role and responsibilities and are extremely knowledgeable and confident in implementing appropriate procedures to safeguard children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish in the pre-school and are extremely happy and confident. They arrive excitedly and enthusiastically and are keen to engage in the extensive range of play and learning opportunities. Children are highly motivated and engage in purposeful play throughout the pre-school session, resulting in a busy and vibrant atmosphere. Children benefit from very warm and caring relationships with the staff and develop close friendships with their peers. Staff are extremely attentive to the individual needs of all children and are particularly skilled in helping new children, or less confident, children to settle within the group. Children have lots of cuddles and reassurance to help them separate from parents and carers. This enables them to take a full and active part in the pre-school and benefit from the activities on offer. Children's developmental needs are fully addressed and activities are skilfully adapted to support the care needs of the younger children. For example, in a recent foot painting activity, younger and less confident children were invited to take part wearing Wellington boots as an alternative to painting their feet.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Staff offer a highly stimulating, rich learning environment and utilise all opportunities to extend children's learning. Staff interact extremely effectively and sensitively with children. For example, at times they are actively involved in games and play with children and, when appropriate, staff withdraw from direct contact with children to enable them to play independently and develop their own games and ideas. The constant skilful questioning by staff provokes children's imagination and thinking. This encourages children to explore ideas to develop their learning. As a result, children enjoy practical learning in a fun and relaxed environment and benefit from all learning opportunities.

Staff use very effective formats for observing and recording children's progress. This enables them to identify children's different learning needs and plan for their future learning. All observation and assessment records clearly reflect all elements of the Foundation Stage giving staff a full overview of children's progress towards the early learning goals.

All children's achievements are fully recognised and staff offer a sensitive approach towards teaching and reinforcing children's understanding. For example, when a child incorrectly counted, the staff member recognised and praised her efforts and offered sensitive support in helping the child to re-count and develop an understanding of one-to-one correspondence.

Staff are highly motivated and their boundless energy and enthusiasm inspires

children to play creatively and have fun whilst learning through play. Children's learning is fully enhanced by the excellent interactions with staff and the sensitive support staff show in encouraging all children to benefit fully from the pre-school learning activities.

All children show respect and courtesy for each other. They play extremely co-operatively and share and take turns well. Children listen to each other and are mindful of their differing needs. As a result of this, the learning environment is extremely fun and positive.

Children develop excellent skills in independence and have high self-confidence. They are clearly extremely happy and very settled within the pre-school and enjoy the company of their friends and the staff. Children confidently take care of their own needs. For example, they competently select their own resources and play materials, and with gentle reminders from staff, help to tidy away afterwards. Children are extremely aware of the importance of looking after toys and show a sense of pride in looking after the pre-school environment.

Children have extremely good communication skills. They engage in fluent conversation with both adults and children and relish the opportunity to share their thoughts and experiences. This is fully endorsed by staff who listen carefully to children, respond positively and extend vocabulary through careful and effective open-ended questioning. This is utilised well throughout all areas of pre-school practice as staff permanently engage in thought-provoking conversation.

Children's writing skills are developing well. They have ample opportunities to use a very good selection of writing materials and develop their pencil control through mark making activities. The environment is rich in clearly-labelled print and text, helping children to recognise that words carry meaning. Children have a genuine interest in books and understand how to handle books. They listen attentively at story time and take great delight in predicting what will happen next.

Children have excellent opportunities to develop their mathematical skills. Staff use innovative and practical activities to introduce children to number recognition and problem solving. For example, children are inspired to count and understand number order as a result of a fun and highly stimulating activity using the 'number fairy'. This enables children to confidently arrange the numbers one to ten in the correct order

Children use positional language during their play. For example, during construction play and small world play, children correctly identify 'inside', 'on top of' and 'next to'. Children confidently recognise colours and this is reinforced during all activities.

Children make full use of the natural environment and local area to extend their learning. They recently visited the local woods to find snails and then made comparisons with giant land snails. This gives children excellent opportunities to explore nature, observe differences and record comparisons.

Children have regular opportunities to use computers, tape recorders and

programmable toys. They clearly understand how these work and are competent in using them.

There are excellent opportunities for children to learn about the wider world and develop a positive attitude towards others. They see maps of the world and look at postcards from places visited by children and staff. Well-planned topic work also enables children to learn about and celebrate different cultures, customs and festivals.

Children's physical skills are developing very well. They have very good spatial awareness and carefully negotiate around obstacles, showing good co-ordination. There are extensive opportunities for children to enjoy vigorous, robust physical play outside. Children use a very good range of resources to promote their dexterity and manipulative skills. For example, they use writing materials, undertake activities such as threading and sewing and use tools such as chopsticks. Scissors are freely available and children use them carefully and safely during activities, showing very good cutting skills.

Children express their imagination and creativity through an excellent selection of planned activities and child-initiated play. Staff support and encourage children's role play very well. For example, when a child could not find the contents of the "doctor's set", staff cleverly suggested the children create their own contents using recycled materials. As a result of this prompt, children excitedly set about making their own x-ray machine from cardboard boxes.

Children access a wealth of art and craft materials and have total freedom of choice to express their own ideas. As a result, children's work on display clearly reflects their own ideas and utilises a wide range of media.

Children develop an appreciation for music and enjoy relaxing at the end of the morning session, listening to classical music. They increase their understanding of different types of music as they explore sound and rhythm using differing instruments. This has also been extended further as the pre-school children were invited to join the visiting woodwind and brass band, who visited the school.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely confident within the setting and thrive as they are encouraged to express their thoughts and feelings and develop their individual character. Staff know all the children extremely well and fully understand their individual needs. As a result all children feel valued, special and have a strong sense of self-worth. This helps to build their confidence and inspires their motivation to learn. Carefully selected resources reflecting positive images of diversity, such as books and multi-cultural dressing up clothes, help children to develop positive attitudes and an understanding of the world in which they live. As a result of this, children's social, moral, spiritual and cultural development is fostered.

Staff successfully promote a fully inclusive environment and ensure that each child receives excellent levels of support. This enables children of all abilities to fully participate in the pre-school and realise their own potential. Staff have a high regard for, and thorough understanding of, the Special Educational Needs Code of Practice.

Children's behaviour is extremely good. All children are very polite and often remind one other during their play to say please and thank you. Disputes amongst children are managed extremely calmly and very effectively, giving children a clear sense of right and wrong. Staff have an exceptional approach towards this. They use skilful questions to help children to develop negotiation skills and an understanding of the effect of their actions on others.

Staff promote a very positive, purposeful and calm environment. They use imaginative strategies to gain the children's attention, which all the children respond positively to. This clearly demonstrates their full understanding of the staff's expectations.

The partnership with parents and carers is outstanding. Staff are wholly committed to supporting parents and working closely with them, to offer the best possible care for the children. Parents and carers receive daily, verbal feedback from staff members regarding their children's progress and achievements. In addition to this, the children's Foundation Stage profiles and records of progress are shared regularly. This enables parents and carers to be fully informed and to share in their children's care and learning. As a result of these strategies, children benefit from strong links between the pre-school and their home.

Parents and carers take an active interest in the pre-school and are warmly welcomed into the group. There is a wealth of written information available for parents and carers, informing them of all aspects of the pre-school provision. This helps them to fully understand their children's care and educational needs and support their children's learning at home.

Organisation

The organisation is outstanding.

The staff team consists of highly committed, hard-working and enthusiastic staff, many of whom have worked together for several years. This results in a very strong, stable team. All staff are highly professional, dynamic and motivated and clearly dedicated to providing high standards of care and education for children. The entire staff team hold early years qualifications and continue to develop their skills and knowledge by attending regular training courses and workshops. This demonstrates their full commitment to the on-going improvement of the setting.

The leadership and management are outstanding. The pre-school supervisor is an inspirational leader with extensive experience in early years care and education. This is successfully enhanced by the close and effective links with the school, particularly

with the early years co-ordinator. As a result of this strong leadership, children's transition into school is seamless.

Staff continually strive for further improvement through their own evaluative and reflective practice. A highly effective staff development programme enables all staff to identify their own areas for personal development. Staff are pro-active in seeking appropriate training to enhance their existing knowledge and skills.

The organisation of the daily routine greatly enhances children's learning. Consistently effective staff deployment and high adult-to-child ratios ensures all children receive excellent levels of support and attention. The pre-school session is planned extremely well to enable children to enjoy un-interrupted play. This gives children the time and freedom of choice to initiate their own play and follow their own ideas.

All regulatory documentation is extensive and maintained in full. Clear and comprehensive policies are implemented fully by all staff and reflect the high standards of care and education. This contributes towards the highly effective organisation of the pre-school.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection, one recommendation was raised. This related to the staff induction programme. Staff have addressed this fully and comprehensive staff induction procedures and supporting documentation are now in place. These contribute towards the highly effective organisation of the pre-school.

At the last Education inspection, one point for consideration was raised. This related to the provision for children to begin to recognise letters and sounds. Staff have addressed this in full by reviewing their planning records and providing opportunities for children to develop an understanding of the alphabet.

Complaints about the childcare provision

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets

the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2473)* which is available from Ofsted's website: www.ofsted.gov.uk