

# The Ashbeach Ladybirds Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	221823
<b>Inspection date</b>	25/11/2011
<b>Inspector</b>	Anna Davies

<b>Setting address</b>	Ashbeach School, Ashbeach Drove, Ramsey St. Marys, Ramsey, Huntingdon, Cambridgeshire, PE26 2TG
<b>Telephone number</b>	07917151179
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Ashbeach Ladybirds Pre-school is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 1996 and operates from a building in the grounds of Ashbeach Primary School in the village of Ramsey St Marys. The setting is open for five mornings, from 8.50am to 11.50am, and on Tuesday and Wednesday afternoons from 12.20pm to 3.20pm during school term times. These hours change when there is demand for additional sessions. All children have access to an enclosed outdoor area and the use of the school grounds, including Ashbeach Common, playground, playing fields and hall.

The pre-school is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 26 children on roll who are within the early years age range. The pre-school currently supports children with special educational needs and/or disabilities.

There are three members of staff who work directly with the children. The Lead Practitioner holds a level 4 qualification and is about to complete her level 5 qualification. The Deputy holds a level 4 qualification and the third practitioner holds a level 3 qualification. The setting also employs an administrator and a relief practitioner. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This pre-school is an exceptionally safe, secure and stimulating place to be for the young children who attend. Their individual needs are fully met by a highly skilled team of practitioners who provide a fully inclusive approach to care, learning and development. As a result, children thrive and make rapid progress in their learning and development given their age, ability and starting points, and are very active, enthusiastic and eager learners. Partnerships with parents and carers, as well as those with other agencies and professionals, are key strengths, showing clear dedication to meeting and supporting all children's needs. All practitioners communicate a very clear vision and drive to secure continued development, with a culture of reflective practice truly embedded.

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

To further improve the high quality early years provision the registered person should consider:

- extending further the range of natural resources for children to explore and investigate.

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

Practitioners demonstrate an excellent understanding of safeguarding procedures and what to do should they have concerns about a child in their care. Robust recruitment and induction procedures ensure that those working with the children are suitable and competent to do so. Staff deployment throughout the session is excellent, ensuring that children are very well supervised and enjoy lots of positive interaction from adults. Rigorous risk assessment procedures ensure that all aspects of the provision are safe and secure for children.

The pre-school provides a highly stimulating learning environment, both indoors and out. It is extremely well-resourced and children are able to make many choices as they decide where to play and what to play with. The pre-school have identified themselves that they wish to develop further their range of natural resources to enhance children's sensory and investigative development. The small, highly qualified and effective team of practitioners work cohesively to ensure a thorough knowledge of individual children's welfare and learning needs. Highly effective systems are in place to support children with special educational needs and/or disabilities. All practitioners demonstrate an excellent understanding of children's additional needs and the strategies used to bring about the best possible outcomes for children. The setting successfully works alongside a wealth of outside agencies and professionals to ensure that all children are fully included and effectively supported. Clear data is collated in order to swiftly identify any gaps in children's learning or gaps in the provision for specific areas of learning. This underpins practitioner's wholehearted commitment towards narrowing gaps in achievement between children.

The setting very successfully involves parents and carers in their children's learning, for example, through sharing special achievement 'news' from home, contributing information towards their starting points on entry, joining the committee or sharing their job roles, skills and interests with the children. Regular consultations ensure parents are kept fully aware of their children's progress and ways that they can help support this at home. Parents speak extremely highly of the setting, one writing to the setting saying 'I cant thank you enough for all your caring and nurturing whilst my child was with you and I truly believe this has given him the best start possible'. Partnerships with other providers as well as local schools have been firmly established and are highly effective in promoting consistent experiences and smooth transitions for children.

All practitioners and the committee demonstrate a clear vision and commitment towards continuous improvement. Practitioners are wholly committed to training and implementing new ideas gained from these courses. A culture of reflective practice has been firmly established. Systems used to self-evaluate and analyse the provision are rigorous and highly effective. Clear action plans at all levels drive the pre-school continuously forward. Recommendations raised at the previous inspection have been addressed particularly well, resulting in outstanding outcomes for children.

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

The quality of teaching and support by all practitioners is exemplary. As a result, children make rapid progress given their starting points. Practitioners use highly effective questioning skills to challenge children's thinking and to encourage all to become independent and active learners. Sessions flow well and activities focus on following the children's lead and interests. Practitioners are particularly adept at making full use of spontaneous learning opportunities that arise. Observation, planning and assessment systems are well-established. Assessment files contain comprehensive information about each child's learning and their progress towards the early learning goals.

All children are extremely happy and confident in the pre-school. They enjoy and embrace the 'family feel' and show genuine concern for one another. Children are given every opportunity to develop their independence and self-care skills, ably buttering their own toast, putting on their own shoes and working together to tidy away toys. Children are developing great confidence in their communication skills. They readily initiate conversations with adults, ask lots of questions to extend their thoughts and ideas and love to join in repeated refrains as they are read familiar stories. Children confidently find their names and recognise letters, for example, telling a practitioner that 'it begins with a curly c'. They have lots of opportunities to practise early writing skills, such as on the interactive whiteboard, with brushes and water and on clipboards. Numeracy and problem-solving are successfully filtered through into everyday activities. For example, practitioners ask children 'Is the pen lid too small or too big for the pen?' and 'How many lids have we lost?', as well as counting the number of children present and whether this correlates with the number of ticks in the register. Children are curious about things they observe, such as the 'sticky' foam that one comments looks like a 'wiggly worm'.

Practitioners scaffold children's learning very well, for example, telling children what they are making and how so that children imitate and challenge themselves to create their own ideas. Children are offered lots of hands-on activities involving animal visitors to help them gain an understanding and appreciation of nature and other living things. They use a wide range of information technology equipment, for example, the computer, where they are adept at 'drag and click' movements with the mouse. Children learn about their local communities, for example, taking part in the local church Harvest Festival. They gain an appreciation of different backgrounds, cultures and beliefs through a wide range of resources and topics such as 'Getting to know you'. All of these activities lay extremely secure foundations to support children's future economic well-being.

Children thoroughly enjoy the outdoor area, school grounds and facilities where they have regular opportunities to develop and challenge their physical skills. For example, they use the school hall for physical exercise, learning to move their bodies in different ways and the grassed areas for ball games. Children's creativity is fully promoted through a wide range of art and craft, role play, music and singing activities.

All areas used by children are clean, hygienic and well maintained. Very effective procedures are in place to minimise the risk of cross-contamination. For example, children wash their hands with liquid soap and dry them on paper towels as well as using antibacterial hand gel prior to eating snacks. Snacks are wholesome and well balanced across the food groups, ensuring that children are fully aware of how healthy options contribute towards a healthy lifestyle. Clear health plans are in place for those children with specific needs and who may require medication. Children's behaviour is exemplary given their young ages. Practitioners are very positive role models and treat children with utmost respect. Children demonstrate that they feel extremely safe, secure and confident when at pre-school. They know and trust practitioners who sensitively reassure them when they share their concerns, for example, about the fire alarm going off. In this instance, they sensitively and honestly reassure children whilst promoting discussion about evacuation procedures, how fire fighters can help them and the safety equipment in the pre-school.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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