Ladybirds

Inspection report for early years provision

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Inspector	ISP Inspection
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Ladybirds is an out of school club and was registered in 2006. It operates from within Days Lane Primary School, in Sidcup, in Kent. Children have the use of a main room, kitchen and hall within the school building, and access to two securely enclosed outdoor playground areas and a field. The club provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Ladybirds are registered to care for no more than 32 children under eight years. There are currently 68 children on roll, of whom eight are under five years of age. There is a breakfast club which opens each weekday from 7.30am to 8.45am, and an after school club which is open from 3.15pm to 6pm, during term time. Children come from the host school and Our Lady of the Rosary School and attend for a variety of the sessions on offer. There are eight members of staff who work with the children. Of these four hold National Vocational Qualifications at level 3 or the equivalent; two hold NVQs at level 2 and are working towards level 3; and two are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to this bright, welcoming club and achieve well. They are included in well-organised and interesting activities and develop good levels of confidence and self-esteem. Good partnerships with parents and carers and the host school ensure that staff have the necessary information to support children's individual needs. The manager and staff have a good awareness of their strengths and areas for improvement, such as the development of resources. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop problem solving and sensory experiences in the outdoor environment
- develop the use of information and communication technology in activities to extend children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding measures are good because staff have a good awareness of safety and child protection issues. Comprehensive policies and procedures are fully implemented to ensure children are safeguarded well. Risk assessments are carried

out daily to keep the indoor and outdoor environments safe and secure. Staff are vigilant in supervising children and collection procedures are rigorous and followed carefully by staff and parents. Robust recruitment and vetting procedures ensure that adults working with or having contact with the children are suitable. Children play with a wide range of equipment that is regularly checked and safe and suitable for their age. Fire evacuation procedures are practised regularly so that staff and children are familiar with the routine. The club is well-led and managed. Good self-evaluation systems ensure that improvements enhance children's experiences. The manager and staff value the views of parents, carers and children and take these into consideration when identifying areas for development. Good progress has been made in addressing the recommendations from the previous inspection. Teamwork is strong and staff meet regularly to discuss and evaluate the provision. Staff make imaginative and effective use of a good range of resources to meet most of the children's needs. However, resources for information and communication technology are more limited, which impacts on the development of skills in this area. Planning shows that opportunities for children to explore and investigate their environment by participating in problem solving activities outdoors are not fully exploited. Staff actively promote equality and diversity and ensure that children are included equally in activities and the celebration of festivals, such as Christmas, Halloween and the Chinese New Year. They regularly attend training courses to enhance their qualifications and expertise. Partnerships with parents and carers are good. Staff share information effectively through informal discussions, comprehensive newsletters and the parents' notice board. Parents say their children enjoy attending the club because staff are friendly and caring, and provide a good range of fun activities for the children. Key staff share information concerning the children's achievement and progress and keep parents well-informed of special events and activities. Partnerships with the host school are good, and the club benefits from the use of the hall, field, playground and outdoor area. Staff work hard to ensure that children experience a smooth transition to and from the club. Information is shared effectively with parents and staff at the school so that children's individual needs are met.

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

Children's indoor and outdoor play is well-organised safe and purposeful. Staff have a good understanding of the children's interests and include these in activities. They evaluate the achievement of the children and use the information effectively to plan the next steps in learning. Themes such as Bonfire Night, Pirates and Christmas enhance the children's experiences. They have fun in a bright, challenging environment and achieve well. Children's behaviour is good, because staff are very good role models with a consistent approach to managing behaviour. They boost the children's confidence and self-esteem by praising their achievements. Children share their resources sensibly as they play games and understand that it is important to put toys away at the end of the session. They respect the rules and boundaries which they helped to compile. Children have good relationships with one another and support the youngest children well in their

play. Staff actively promote children's independence and encourage them to make their own choices and select their own resources and activities. Children benefit from talks from staff about other lifestyles, customs, dress and food. They enjoy eating with chopsticks in their restaurant and dancing as part of their Chinese New Year celebrations. Children develop a good understanding of keeping themselves healthy and safe. Their health is promoted well through healthy foods and physical exercise. They regularly access the outdoor area and field where they can run around and play football, dodge ball and other team games. They develop good coordination skills as they balance on climbing equipment and walk carefully along balance trails. They are encouraged to make healthy choices at breakfast time and snack time and eat a wide range of fruit and vegetables. Children learn to use equipment safely as they prepare their own sandwiches, pizzas and fruit kebabs. They behave in ways that are safe for themselves and others as they play. Children benefit from talks and activities which support their understanding of road and fire safety. Children enjoy coming to the club and achieve well in their activities. Their creative skills are developed well as they use leaves to print colourful patterns, design treasure maps and mix colours to paint pictures of winter. They are keen to build dens and enjoy dancing and performing for one another. Their communication, language and literacy skills are developed well through reading books and role play in their bank. However, they lack sufficient opportunities to problem solve and investigate in the outdoor area, which impacts on the development of these skills. Children demonstrate patience and enthusiasm as they build the tallest tower and thread beads. They create colourful picture of fireworks for their art gallery and write their names in shaving foam. However, they do not make full use of technology, such as the digital camera and computer, to record their own experiences. They cooperate well as they play board and parachute games. Overall, children are prepared well or future learning experiences.

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

The quality of the provision in the Early Years Foundation Stage	2

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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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