

Little Ladybirds Pre-School/Early Birds & Night Owls Out of School Care

Inspection report for early years provision

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Inspector

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Setting address

All Saints C of E Primary School & Nursery, Parsonage Lane, BISHOP'S STORTFORD, Hertfordshire, CM23 5BE

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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.

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Description of the setting

Little Ladybirds Pre-School/Early Birds & Night Owls Out of School Care was registered in 2011. It is located in a single-storey building on the site of All Saints Church of England Primary School & Nursery in Bishop's Stortford, Hertfordshire. The group provides afternoon pre-school sessions and after school sessions each weekday during school term times. The setting is open from 12.05am until 6.30pm and pre-school and after school sessions can be joined together. Children attending this group may also attend the school holiday sessions which are run at a different site registered to the same provider.

There are systems in place to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children in the early years age group, none of whom may be under two years. There are currently 32 children in the early years age range on roll.

There are a total of 17 members of staff, 13 of whom hold appropriate early years qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed knowledge of each child's needs, which ensures that they successfully support their welfare and learning. Children are safe and secure and have fun as they learn about the world around them. Partnerships with parents, local schools and other agencies are in place, ensuring that children's needs are met along with any additional support needs. This means that children progress well given their age, ability and starting points. Regular self-evaluation by the manager and her staff means that priorities for future development are identified and acted on, resulting in a provision which responds well to all user needs.

What steps need to be taken to improve provision further?

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

- develop further the current system for observation to make sure that children's progress and next steps consistently meet their development and learning needs
- ensure that risk assessment covers anything with which a child may come into contact
- further develop partnership working with parents with regard to consistently sharing information about their child's learning.

The effectiveness of leadership and management of the early years provision

Staff have undertaken appropriate training and demonstrate a good awareness of safeguarding issues. Children are further safeguarded by robust recruitment and vetting procedures. Risk assessments are in place and daily safety checks of the premises prior to children's arrival are undertaken. However, there is a minor weakness with regard to ensuring written risk assessments fully reflect all safety measures in place. All other records are in place and well maintained, for example, a registration system which accurately records children's hours of attendance and a record of all visitors to the setting. This means that staff are able to easily account for all children and adults in the setting at any time. The security of the setting effectively prevents intruders from entering the building and ensures that children are unable to leave unnoticed. Sufficient staff have up-to-date paediatric first aid training. This means that in the event of an accident children can be assured of suitable care. There are a wide range of written policies and procedures in place which promote the safe day-to-day running of the setting. For example, clear evacuation procedures, which are practised on a regular basis, mean that everyone knows how to evacuate the building safely in an emergency.

Resources are good, fit for purpose and effectively support children's learning and development. Staff deployment and the available resources are used well to promote children's development. The accommodation is fit for purpose and the environment is conducive to learning, safe and well cared for. The provider is taking appropriate steps to ensure resources and the environment are sustainable. Adults appropriately promote equality and diversity to help children understand the society they live in. Children's need for additional support is identified as early as possible. The setting share information and records with colleagues, parents and interagency teams to ensure that each child gets the support they need.

There are clear and accessible channels for parents and carers to communicate with the setting. They have systems in place which keep parents informed about aspects of their work to ensure up-to-date, accurate and timely information is provided. However, there is a weakness in the consistency of information sharing with regard to children's learning. This does not ensure that parents are able to fully participate in their child's early education. Parents report that staff are friendly, approachable and easy to talk to. They also feel that their children are happy and settled and enjoy their time spent in the setting. Communication takes place between providers and partners supporting individual children on a regular basis to ensure information is regularly shared and used to promote children's achievement and well-being.

Self-evaluation involves all staff and seeks the opinion of others, such as the local authority development worker. As a result, it provides an accurate diagnosis of the strengths and weaknesses of the early years provision, which is used to successfully promote improvement.

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

Staff demonstrate a good understanding of the Early Years Foundation Stage with regard to how young children learn through play. They make regular written observations of children, however, there is a weakness with regard to making sure that information gained is used effectively. As a result, planning is not always securely based on children's individual next steps in learning. The range of exciting and stimulating resources and equipment available means that children make progress in their learning regardless of where they choose to play.

Children are confident and happy as they freely move around the setting taking part in activities. They make lots of choices about their learning as they independently decide what they would like to do next. Children's knowledge and understanding of the wider world is demonstrated through their play and discussions. For instance, as they access the role play area mimicking behaviour they have seen, they prepare dinner or a drink for their peers. Children's social skills are promoted as they have fun with a small group of peers during a craft activity. They develop physical skills as they use single-handed tools- such as paintbrushes and glue sticks. For example, they carefully scoop glue onto the stick and competently spread it onto their creation. During this activity they practise their language skills as they converse with their peers and a staff about what they are doing. Children have fun learning about information and communication technology, using a mouse and keyboard to interact with age-appropriate computer software. They are supported by staff, who provide them with simple instructions which they are able to follow.

Children demonstrate their willingness to observe safety routines which are part of daily practice. This shows that they are beginning to develop their understanding of how to keep themselves safe. For example, putting their coat on before going into the garden and sitting at the table to eat food. They are developing an understanding that their behaviour may put others at risk of harm as a result, prompted at times with gentle reminders from staff, and they learn how to behave and care for resources.

Children show a clear sense of belonging, indicating that they feel safe and secure in the setting. They are confident to approach staff for support and comfort when needed. They find out about the importance of personal hygiene through familiar daily routines, which helps them to develop their understanding of healthy habits. Children are encouraged to have fun and develop a positive attitude and understanding about being active, for example, they have access to a wide range of interesting resources in the outdoor play area. All children have the opportunity to rest or to be active according to their individual needs.

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
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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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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