

# Ladybirds Pre-School

Inspection report for early years provision

---

**Unique reference number** EY436427  
**Inspection date** 24/02/2012  
**Inspector** Lynn Hughes

**Setting address** Village Hall Playgroup, Salmons Lane, Thorrington,  
COLCHESTER, CO7 8HQ  
**Telephone number** 07592344367  
**Email** info@ladybirdsthorrington.co.uk  
**Type of setting** 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 2012

## 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 Pre-School was registered in 2011 and is privately run. It operates from a village hall in Thorrington, Essex. An enclosed outdoor area provides an appropriate space for outdoor activities. The pre-school is open from 9.30am to 12.30pm on Monday, Wednesdays, Thursdays and Fridays and from 9.30am to 3pm on Tuesdays, for 38 weeks of the year.

A maximum of 30 children under five years may attend the pre-school at any one time, of whom all may be in the early years age range. There are currently 38 children on roll. This provision is registered by Ofsted on the Early Years Register and also the compulsory part of the Childcare Register.

The pre-school employs eight members of staff. Of whom, seven including the manager hold appropriate qualifications to at least level 2.

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

Overall the quality of the provision is good.

Ladybirds Pre-School delivers the Early Years Foundation Stage to a good standard. Staff know the children in their key worker groups well. They observe their progress and achievements and use this information to provide them with exciting and challenging learning opportunities based on their interests. Some opportunities are provided for children to develop knowledge of the wider community, however, plans are in place to further extend these. Effective systems enable staff to work in partnership with parents and links with other early years settings are beginning to be developed.

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

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

- develop opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity
- develop opportunities to further enhance children's knowledge and understanding of the world, such as, extending the range of visitors to the setting.

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

Staff demonstrates secure knowledge of safeguarding issues and their responsibilities with regards to protecting the children in their care. All staff update their safeguarding knowledge through appropriate training and know to refer any concerns to the designated safeguarding officer. Clear written policies are in place and are regularly updated. All adults working with children or having regular

contact with them are appropriately vetted and proof of their clearance is available for inspection.

This is the setting's first inspection under their new registration. Many of the staff have worked together for a number of years under the old registration and form a secure and stable staff team. They talk positively about the changes introduced by the new owner and are enthusiastic about the setting's future. All staff and parents play an active role in reviewing and evaluating the provision and recognising the settings strengths and areas for improvement. The registered provider works well with development officers from the local authority and seeks advice and support from other professionals. She demonstrates a clear commitment to further improving and developing the provision for local families.

The pre-school operates from multi-use premises whereby staff set out and clear away all of the resources each day. They present an exciting selection of equipment and learning opportunities both indoors and outdoors. Their planning incorporates ideas and suggestions from the children. A high adult to child ratio ensures that children are well supported throughout their pre-school session. The manager is supernumerary, enabling her to support her staff and to be available to speak to parents on a daily basis. Staff demonstrate a secure commitment to updating and improving their childcare knowledge through appropriate training and the sharing of good practice. An effective inclusion policy ensures that the needs of all of the families using the setting are well-met. Staff demonstrate clear understanding of inclusion and participate in appropriate training events.

Parents providing feedback during the inspection are very complimentary of the staff and the overall provision for their children. They feel confident that their children are making good progress in their learning and are able to play an active role in this process. Parents find staff approachable and knowledgeable about the Early Years Foundation Stage. The setting has good transition links with schools both in the local area and in the surrounding villages. Staff are beginning to develop systems which enable them to work with other settings delivering the Early Years Foundation Stage, however, these are in their infancy at present.

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

Children enthusiastically enjoy their pre-school experiences. They wander confidently around the hall accessing the toys and play materials on offer to them. Staff support the children well and are effectively deployed to enable them to supervise and facilitate their play and learning. A well-equipped vet's surgery within the role play area, provides children with exciting opportunities to be creative and to explore real and imaginary experiences with their friends. They chat confidently and negotiate roles, such as, who will be the vet and nurse and which pets they will bring to the surgery. They competently use the setting's computer, demonstrating their understanding of the software and games available to them. A comfortable area set out with cushions and floor mats acts as a space for quiet reflection. Children play outdoors on a daily basis, making use of an

interesting selection of resources which allow them to explore all six areas of learning. They transport water from small containers into a larger tray. When asked what they are doing, they proficiently reply that the plastic fish presented in the larger tray have no water so they are giving them some. Staff observe the children's learning and record their observations in clear learning journeys. They plot children's progress and use this information effectively to plan for children's individual learning.

Children's knowledge of keeping safe and healthy is effectively promoted through the staff's clear directions. They understand the importance of safety rules, such as, walking indoors and know to maintain their indoor voices so that they can hear each other. Children go for walks in the local area where they learn the importance of crossing the road at a safe place and holding hands with a grown up. Children behave in ways which show that they feel safe within the provision. They move confidently around the building and approach staff for reassurance and assistance. The setting actively promotes healthy eating and clear role modelling from staff encourages children to develop knowledge about healthy and hygienic habits.

Children's confidence is effectively promoted by staff using positive language. They consistently praise and encourage children, reminding them how clever they are. Children are settled and content and very quickly become engaged in purposeful play. Children are provided with good opportunities to learn about other people's different needs through books and resources which depict positive images of a wide range of people. They actively participate in the celebration of special occasions and festivals. The well-balanced range of planned and freely chosen play and learning opportunities offered to children each day enables them to develop essential skills for the future. They are beginning to link and recognise sounds through the setting's 'sound of the week' activity. Some children are writing recognisable letters and reading their name from name cards used during self-registration exercises. Some opportunities are in place for children to develop an understanding of the wider world and local community, however, plans to further extend the range of visitors who come in to the setting will enhance these 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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