

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

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

<b>Inspection date</b>	01/10/2012
Previous inspection date	02/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage and are aware of how young children learn.
- The comprehensive planning and assessment procedures and stimulating environment ensure that children are offered a wide variety of activities and resources that engage them and build on their individual interests.
- Children feel safe and secure in their relationships with staff and the implementation of an appropriate key person system improves relationships with the children and their families.

### It is not yet outstanding because

- Systems to monitor the progress different groups of children make have not yet been introduced.
- Opportunities for children to extend their writing skills have not yet been fully embraced.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the main play rooms and the outside environment.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation.
- The inspector held a meeting with the owner and manager of the nursery.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Susan Ennis

## **Full Report**

### **Information about 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 12.05pm 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.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll of whom 22 are in the early years age group. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three and four year olds.

The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above and one is working towards a qualification. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- introduce systems for monitoring progress in relation to different groups of children in order to be able to track any group falling behind their peers or below their expected developmental bands
- enhance children's skills at ascribing meaning to marks by including more opportunities for writing during adult-led and child-initiated activities.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They provide interesting and challenging experiences that give depth and breadth across the seven areas of learning. For example, children begin to describe and take an interest in texture as they feel for items hidden in a bowl. They use their language skills to describe the raw pasta as 'hard and cold' and the rice cereal as 'rough'. They develop their listening skills as they identify sounds on a compact disc and react to routine activities such as the tambourine being shaken to gain their attention.

Effective systems of observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. Staff have high expectations of the children based on accurate assessment of their starting points. Staff work effectively with parents to establish where the children are in their development and then use this information to plan for their next steps and further progress. They carry out

home visits to observe the children where they feel most relaxed and thoroughly observe them in the setting to fully identify their stage of learning. Good communication procedures give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage. The sharing of children's learning journals, daily interaction, open afternoons and newsletters ensure that relevant information is shared regarding their children's welfare and progress. They are helped to understand how to support their children's learning at home as they are encouraged to record achievements or special events that take place so that these can be incorporated into the children's learning journals.

The well resourced learning environment, organisation of planning and practitioners secure knowledge of children's targets helps to ensure that every opportunity is made to support and extend children's learning across all areas. For example, an activity in which children are encouraged to use rollers to spread orange paint in lines and then black stripes develops their understanding of straight lines whilst also linking into their interest of the 'Tiger who came to tea' story. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Again linked to the same story, children are developing their independence skills as they choose which fillings to put in their own individually made sandwiches. They are asked to think whether marmite and jam will taste nice together and why washing their hands beforehand prevents them from becoming as they say 'poorly'. Children enjoy opportunities to write with chalks and make marks in different materials such as shaving foam. However, there is scope to improve their writing skills by offering more opportunities within activities, such as, letting them write their own name on their sandwich bag label and pictures.

### **The contribution of the early years provision to the well-being of children**

The successful implementation of the key person system helps children form secure attachments and promotes their well-being. This provides a strong basis for them to develop their independence and exploration skills. For example, they move with confidence around the setting secure in the knowledge that they can go to the staff when and if they need support. Staff also use their skills to interact with the children appropriately. For example, noticing that a child is sitting alone on the carpet they sensitively approach them to ask if they are alright. When the child says that they are 'just thinking' the member of staff does not interrupt but moves away and monitors the situation from across the room. The child soon stands up and joins in with another activity.

The staff team are good, calm role models for the children. They provide clear guidance about acceptable behaviour and are consistent in the strategies used. Children are sensitively reminded to use their 'walking feet' inside and are reminded that swinging a toy snake about their head may not only hurt themselves but also their friends. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. They display high levels of confidence and self-esteem and cooperate

with their peers in taking responsibility for the provision. For example, they all join in enthusiastically when they hear the tidy up music. Children are well prepared for the next stage in their learning as they get to know their new teachers who regularly visit the setting. Transition procedures ensure that all relevant information is shared and staff ensure that all children are supported individually in any changes or moves that take place. They also incorporate discussions and topics about moving into the planning to help the children adjust in a calm and fun way. For example, activities around 'Hermit on the move' enabled the children to familiarise themselves with the concept of change whilst enjoying making models of 'hermit' from different materials and resources.

Staff have a good understanding of and give children's safety a high priority. All areas used by the children are comprehensively checked and risk assessed and the children are made aware of the safety procedures in place. For example, they regularly take part in practising the fire drill and line up neatly as they wait to go out into the garden. They are also learning about the safety of others as they remind staff that their friend has to be careful with the knife they are using to spread their marmite as 'it is sharp.' Children are given clear messages to ensure that they develop a good understanding of healthy eating and the need for physical exercise. Sample menus are provided for parents and children's dietary needs are fully discussed. Children are able to choose which items they would like for snack checking that they for example, take the correct number of grapes as the displayed number signifies. They make active use of the outside play area as they rock each other in the sea saw and negotiate pushing the dolls pram around without knocking into anyone else. Activities such as sports day also encourage the parents to become involved in their children's physical development and progress.

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

Leadership of the setting sets high aspirations for quality. Accurate identification of priorities through monitoring and implementation provides continued and systematic improvement to the quality of the provision. An 'if it doesn't work, it doesn't stay' ethos ensures that the setting analyses its practice and self-challenges ideas for improvement. For example, with some children arriving without lunch at the start of the session unsettling those children who were eating, procedures were changed to ensure that all the children came with their lunch and were, therefore, able to fully participate in this social and friendly time of the day. Parents views are incorporated into the monitoring processes as they are asked to complete annual questionnaires about the setting. Positive comments received during the inspection process include 'The staff are always really friendly and very supportive. A lovely bunch of ladies.'

The setting's arrangements for safeguarding are comprehensive and ensure that children's welfare is consistently prioritised and promoted. Staff have a strong understanding of the procedures to follow and have all attended safeguarding training to improve their knowledge. They are vigilant about monitoring visitors to the setting and ensure that

children are only released to the correct person at the end of the session. The robust recruitment, induction and performance management systems in place ensure that staff strengths are valued and recognised and that targets are set from identified areas for improvement.

There are effective systems for observing, assessing and monitoring children's progress. Staff liaise closely with a range of professionals and work together to support children and their families. Staff build strong relationships with parents which enables them to play a full and active role in their children's learning. However, management have yet to introduce a wider tracking system to monitor the different groups of children, in order to identify any group falling behind their peers or below their expected achievements.

Staff at the setting create an environment that is welcoming, safe and stimulating. Children enjoy their learning and grow in confidence enjoying their early years experience and securing their future progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY421479
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	885005
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Hayley Marie Lynskey
<b>Date of previous inspection</b>	02/02/2012
<b>Telephone number</b>	07745 262676

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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