

Ladybirds Kinderclass Ltd

St Andrew's Church Hall, Huntington Road, York, North Yorkshire, YO31 9HU

Inspection date	17/10/2012
Previous inspection date	16/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The outdoor learning environment provides children the opportunity to develop and thrive in exciting woodland surroundings.
- Staff support children with special educational needs and/or disabilities well and as a result they are making good progress.
- High priority is given to children's safety and children are starting to understand the importance of this.
- Staff are good role models and give clear guidance to children.

It is not yet outstanding because

- some parents are not yet contributing their observations of their own children to the development records.
- some of the youngest children are expected to join in such group sessions which are developmentally not appropriate for their individual needs.

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 spoke with the manager, members of the staff team and children at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector observed the activities indoors and outdoors.

Inspector

Caroline Basham

Full Report

Information about the setting

Ladybirds Kinderclass Ltd was registered in 1992. It is a privately owned provision and operates from St Andrew's Church Hall in Huntington near York. The provision operates from one large hall which has an enclosed area for outdoor play. The setting also uses a specially designed large woodland area that they own.

Ladybirds Kinderclass Ltd opens Monday to Friday from 9am to 12noon and 12.30pm to 3.30pm term time only and a lunch time club operates to link the sessions if required. A maximum of 20 may attend the setting at any one time. There are currently 45 children attending who are within the Early Years Foundation Stage. Ladybirds Kinderclass Ltd is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group provides funded early education for three- and four-year olds and supports children with special educational needs and/or disabilities.

Ladybirds Kinderclass Ltd employs four members of staff, all of whom hold an appropriate early years qualification at level 3 or above. The setting 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:

- provide opportunities and encourage parents to contribute their observations of their own children to the development records
- provide first-hand experiences and challenges appropriate to the development of children at group times.

Inspection judgements

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

Staff have a clear knowledge and understanding of how children develop and learn and due to this children are making good progress towards the early learning goals. Both adult focused and child-initiated activities actively promote the children's learning and cover all areas of learning within the Early Years Foundation Stage. Key person's observe and monitor their children to enable each individual's development and needs are appropriately met. Practitioners work very closely with parents and settling-in forms are completed to help the practitioners get to know the children upon starting the setting. Staff use observations of the children's interests and levels of development to plan appropriate activities and provide relevant resources to meet the children's needs. Parents do not consistently contribute observations or further information of their children to their children's development records to provide a full overview of their child's development.

Activities both in the main hall and outdoors provide exciting and interesting experiences which cover the prime areas of the Early Years Foundation Stage. Physical development is enhanced through the exciting woodland area where the children demonstrate enjoyment

through digging, running, hiding and searching for worms and mini beasts using the magnifying glasses and binoculars. Children's personal and social development is encouraged as they play cooperatively together sharing and taking turns at pushing the wheel barrow and using the buckets and spades.

Staff provide lots of activities for children to become independent and promote their self-esteem and confidence. At snack time children pour their own drinks and are encouraged to spread cheese on their rice cakes. Children choose their own activities and help to tidy away at the end of each session and recognise the tidy away music that is played.

Children's communication and language is supported well through discussion and singing action songs and rhymes such as 'Wind the bobbin up' and 'Wheels on the bus'. Children happily recollect parts of a favourite story acting out scenes from the book. They understand the importance of how to care for books and how to turn the pages and share these together. Group time phonics songs are taught and the children enjoy learning the actions. However, some of the youngest children are expected to join in such group sessions which are developmentally not appropriate for their individual needs.

Staff fully encourage children to be creative and express their ideas through providing a variety of mark making media and materials. Children enjoy making towers outside with the large building bricks and creating tracks for the trains. Through using the computer and electronic toys children's technological skills are enhanced and promoted.

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

Children develop good relationships with each other and the keyworker system enables the children to form secure attachments with both practitioners and peers. Strong partnerships with parents are formed and parents are able to discuss their children's needs and converse any concerns openly with practitioners. New children settling in are given lots of support and keyworkers help them to feel safe and secure as they familiarise themselves with their new surroundings.

Children are able to explore the large hall freely and choose resources from a variety of areas. Children's independence is encouraged as they self-register themselves and find their own named ladybird to place in the box upon entering the session 'Small world' role play is enjoyed by groups of children dressing the Barbie dolls and embracing family orientated play. Such role play experiences help the children to develop early friendships and enhance early social skills initiating conversation and cooperation skills.

The woodland and outdoor play areas offer excellent opportunities to further enhance all areas of learning and development in the Early Years Foundation Stage. Children are supported by practitioners building a large tower with life like building bricks whilst wearing hard hats and safety goggles. They learn to take turns and cooperate together taking into account others feelings and needs. Staff speak appropriately and clearly to children and explain acceptable behaviours and boundaries during the activity. Children

know the boundaries and rules of playing in the wooded area and happily reassemble next to 'Trevor the tree' when asked to by practitioners.

Children behave well and are kind and caring to one and other. Staff accompany the children to and from the toilets in the nearby entrance hall and reinforce hand washing routines and explain the importance of this when required.

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

Children are safeguarded effectively. They are cared for by staff who have been fully vetted to ensure their suitability. Staff are aware of their responsibility in protecting the children within their care and have clear policies and procedures in place to support staff.

All children and families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. Continuity of care and education is promoted through firm links with other settings and local primary schools within the local area.

Parents are provided with good information through the use of newsletters, an information white board and policy and procedure document files within the entrance area. Staff make available the time to talk to parents at the start and end of each session and discuss individual's recent experiences, progress and achievements.

Effective systems are in place to monitor the provision. Through self-evaluation, liaison with local authority development workers, staff meetings, progress reviews and continuous training programmes; the staff team develop and address priorities for improvement. Children are listened to by staff and their interests and ideas help to influence activities and routines for the day. Management continually review planning of the curriculum and children's progress. Parent's views and opinions are listened to and welcomed and a lunch time club is now in operation linking the morning and afternoon sessions together. Strengths and weaknesses have been identified and the management team have plans in place to sustain and further develop the good provision for children.

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
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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

Unique reference number	321579
Local authority	York
Inspection number	819164

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	45
Name of provider	Ladybirds Kinder Class Ltd
Date of previous inspection	16/05/2011
Telephone number	01904 750363

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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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