

Ladybird Pre School

Henty Rooms, Field Place, The Boulevard, WORTHING, West Sussex, BN13 1NP

Inspection date	12/02/2013
Previous inspection date	01/05/2009

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

- Children enjoy a broad range of activities, both indoors and outdoors, that are based on their interests and abilities.
- Staff are skilled at engaging children and encouraging them to think things through for themselves.
- Staff encourage language development well through lots of discussion and explanation.
- Children's safety and wellbeing is highly valued and staff are well trained in systems to protect them.

It is not yet outstanding because

- Children do not always have access to the programmable and technological resources to find out how things work.

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.

Inspection activities

- The inspector held meetings with the senior management team to discuss leadership and management matters.
The inspector sampled documentation including: evidence of staff suitability, self evaluation, planning and assessment documentation, policies and procedures,
- samples of children's records and photographs of children engaging in different activities.
- The inspector took account of the views of the children and parents through discussions during the inspection.
- Throughout the inspection the inspector observed activities both indoors and outside.
- A joint observation of circle-time was completed with the person in charge.

Inspector

Jill Steer

Full Report

Information about the setting

Ladybird Pre-school first opened over 30 years ago and re-registered under the current ownership in 2008. It operates from two rooms in a community building in Goring-by-Sea, West Sussex. Children have access to an outdoor play area. The pre-school is open from

9am to 3pm each weekday except Tuesday when they finish at 1pm, during term time only.

There are currently 30 children aged from two years to under five years on roll. The nursery currently supports a number of children with special educational needs and/or disabilities. This setting is registered on the Early Years Register.

There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting provides funded free early education for two, three and four-year-olds'.

What the setting needs to do to improve further

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

- increase the opportunities for children to use technology and programmable toys.

Inspection judgements

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

Children make good developmental progress across all areas of learning. Once they have settled in, their key person completes an initial assessment of what they know. This enables staff to plan activities for each child based on their interests and that provide suitable challenge for them. The key person repeats these assessments each half term, and when children are two years old, so their progress is continuously monitored and any gaps in their learning are quickly identified. Planning for the activities stems from this information and all staff know the learning intentions for each child. This means that staff are able to effectively support and encourage children's learning. For example, they invite children to construct the marble run so that the marbles roll down each section. Children work together to complete the task and then ponder over why the marble missed out some sections. They cooperate well to rearrange it, several times, making suggestions and confidently stating 'that's it' when they think they have succeeded. Staff know when to intervene and when to let children think and attempt things themselves. They make suggestions and ask challenging questions that encourage children and build their confidence in their skills. However, programmable toys and resources that help children find out how to make things work, are not always readily available.

Children can choose to play inside or outside and many enjoy the additional challenges the outside offers. They roll cars down long pipes and look at things through magnifying glasses. Children are fascinated to notice that the glass makes things look much bigger,

even the ridges on the bike handle. Staff use a lot of mathematical language so children become familiar with the terms. They draw around children on the ground with chalk, then ask them who is bigger, smaller or the same size. During circle time when discussing a visit to the zoo, staff use positional language and ask children if the monkeys were on the car, under the car or in the car. 'On top of the car, nearly breaking the swishers' children reply. Children enjoy stories and books. Some choose to sit together and share books, discussing the pictures. At other times they all enjoy staff reading stories to them. Staff use a variety of voice tones to make the stories interesting and children are captivated. Children point things out and answer questions about the pictures, developing an early interest in the information books can hold. Children use tools which help with coordination and concentration. They sit calmly and cut coloured cellophane with scissors, telling each other how careful they are being. Staff hold the slippery cellophane to help some children who concentrate hard on how to hold the scissors. They constantly initiate discussions and questioning so they can introduce and develop new language, challenge children and encourage the art of conversation. As a result children are developing their communication and language skills well.

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

An effective key person system is in place that helps children settle in the setting. They then have a special person they can go to when they want comfort and support. For example, when they arrive in the morning some children prefer their parents to leave them with their key person who clearly makes them feel secure. Staff role model desired behaviour for children, setting good examples of courtesy and consideration. They always give children explanations to help them understand about different types of behaviour. For example they have 'indoor and outdoor voices and feet' so children know where to go if they want to run or be noisy. Children take part in activities and look at books about feelings and emotions to help them understand their own moods and how other people may be feeling. This enables them to become sociable people who can cope in different groups such as school classes. Staff also help children prepare for the transition to school by supporting them to manage their own personal care needs effectively, such as putting on their own coats and shoes.

The setting has recently been reorganised so each type of play has its own area such as for construction and reading. The resources for each area are stored in containers clearly labelled with pictures and text so children can find what they want. This enables children to make choices about what they do and be confident in familiar surroundings. Staff support in each area helps children feel safe. Staff provide guidance and explanation to help children explore and take informed, calculated risks both indoors and outdoors. Staff help children to develop a good understanding of why it is important to have a healthy diet. Children who stay to lunch club take home a leaflet about healthy food and enjoy food tasting sessions. In the summer children grow cress, tomatoes and beans outside so they see where some food comes from and then taste it. The opportunity to play outside when they like means children quickly learn to enjoy the outdoors and physical activity which contributes to their general well-being.

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

The staff all have a good understanding of their responsibility for safeguarding children as a high priority. They regularly attend training to update their knowledge of the latest child protection procedures. Designated staff members work closely with children's families and other agencies to protect children and help keep them safe from harm. All children who need intervention or additional support can access it in the setting. Speech and language and educational psychologists are welcomed into the setting to work with the children and staff to meet children's learning and development needs. Staff in the setting value partnership working and link with other settings and schools. Teachers from local schools visit children before they start and share with them photographs of the school so they are familiar with it before they attend. Information is shared with parents through daily discussions, newsletters and notices. For example details of any contagious illnesses are displayed with details of how to find out more about the condition. Staff are well deployed to supervise and keep children safe. Regular checks of the setting identify any possible hazards such as damaged equipment. Staff accompany children at all times in areas that are not for their sole use, such as the toilets and outside play area, to keep them safe.

Annual appraisals take place so staff can reflect on their individual performance and in discussion with management identify any future training needs. All staff who attend training then share what they have learnt with the staff team so they all benefit and implement the practice consistently for the children. As a result, staff are well qualified to deliver the Early Years Foundation Stage through an effective programme of assessment and planning. Their knowledge of how children learn, with their assessment system, enables them to identify any gaps in children's learning so early intervention can be put in place. Staff contribute to the setting's evaluation and compile an action plan for future development to continually improve the provision for children. Parents' views of the setting are sought through questionnaires and discussion. They speak highly of the pre-school and many send all their children in turn and they recommend it to other parents. Parents value the information they receive about what their children are doing so they can be involved in their learning, as well as the range of activities available.

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

Unique reference number	EY377543
Local authority	West Sussex
Inspection number	838181
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	30
Name of provider	Ladybird Pre School
Date of previous inspection	01/05/2009
Telephone number	077464 80405

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Type of provision

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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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