

Ladybird Preschool

Blackburn Leisure, Prescott Avenue, BROUGH, North Humberside, HU15 1BB

Inspection date

19/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are motivated, keen to learn and make good progress in their development. They demonstrate positive relationships with their peers and the staff caring for them.
- Children are secure in the provision, they relate well to staff and develop good social skills as they learn to engage and play cooperatively.
- All staff have a strong commitment to continual development and improving the preschool provision to ensure children receive good quality care.
- Positive relationships with parents and carers are developed through effective induction and the frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- The outdoor space is still to be developed and does not reflect the wide range of activities provided in the indoor environment. As a result, outdoor play experiences do not provide children with the excitement of physical challenge.

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 pre-school and observed the outdoor areas. A tour of the premises was completed.
- The inspector held a meeting with the manager and talked with children and staff, including key persons at appropriate times throughout the inspection.
The inspector looked at relevant documentation which included, staff suitability checks, children's observation, assessment and planning records and staff supervision documentation. A representation of the pre-school's documentation that supported health and safety were seen.
- The inspector took into account the views of parents and carers spoken to on the day and information given in response of the parent questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Ladybird Preschool was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is a registered

charity, run by a voluntary management committee of parents. It operates from Blackburn Leisure in Brough in the East Riding of Yorkshire. The pre-school runs from the first floor of the building and does not have a lift. The two enclosed areas available for outdoor play are also on the first floor of the building.

The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve opportunities for children to learn outside by developing the outdoor environment to provide a wider range of play and learning experiences that provide physical challenge and excitement for all children.

Inspection judgements

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

Staff have a positive impact on children's learning and development so that children make good progress towards the early learning goals. They are aware of children's starting points and capabilities when they first come into the pre-school through clear baseline assessment. Staff make good use of ongoing observational assessment, they effectively evaluate children's play and incorporate their next steps into the planning. Staff revise these aims each week to keep themselves aware of children's current learning needs.

The educational planning for all areas of learning effectively help children to reach, and sometimes exceed, the expected levels of development. Children achieve good personal, social and emotional development. They enjoy the challenges to develop physically and receive plenty of stimulation from attentive staff to extend their communication and language skills. Older children gain an understanding of literacy and number, for example, recognising their names and using counting in everyday play. They have many opportunities to gain an understanding of their environment and to express their ideas

through the many creative opportunities provided. However, the outside areas are not as well-resourced as the indoor environment and do not as effectively support children's development and learning in all areas. For example, children do not have access to resources to help them develop their climbing and balancing skills.

All children receive support to develop good attitudes and the skills to learn effectively. The two-year-old children have the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. The planned next steps for all children are well focused so that children moving on to school have good social and learning skills. Staff have a good understanding of how to offer appropriate levels of challenge to take individual children forward in their learning. They use open questions to help children think in further depth when they are in their mini 'Chinese restaurant' making noodles, discussing what is in the different dishes they are making. Key persons know their children well and effectively use their starting points and interests to foster their learning and development. Children learn to share and take turns, working cooperatively as they play. Staff extend children's interest in storytelling with opportunities for children to join in with favourite stories. Children eagerly join staff in singing a range of songs and movement rhymes when they explore different ways of moving their bodies.

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

Children are happy and settled in the nursery. A key person system is in place which helps children to become familiar with the nursery and to feel safe and confident within it. Children have emotional well-being because their needs are met and their feelings are accepted. Lots of information is gathered from parents when children first start attending to ensure staff are fully aware of children's care needs, likes and dislikes. This helps to ease the transition between home and pre-school. Care is taken to ensure that children are well prepared when they are ready to move to a different room. They go with their parent to visit so they become familiar with their new surroundings and the new staff who will be caring for them. This ensures the children's move is as smooth and trouble free as possible. Children make friends and form friendships with their peers. This helps them to feel positive about themselves and others. Children respond well to the clear boundaries set for them. Children hear gentle reminders to say 'please' and 'thank you'. Older ones are well mannered and their behaviour is very good, as the staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example, tidying away equipment before lunch. The staff support children to become independent and achieve for themselves, they freely access the bathroom and wash their hands.

The pre-school's care practices support children to feel emotionally secure and effectively help children to be healthy. Staff consistently implement well-established procedures so that key persons welcome and support families and share information about children's care and welfare. As a result, the children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following simple pre-school routines that build confidence. Children concentrate and persevere as they enjoy their

activities, including those that they develop for themselves and those led by adults.

Young children expand and develop their own learning situations. For example, a two-year-old spends time gluing and sticking, then looking for different coloured bobbles to put on the paper. Children of all ages show good interest in investigating their surroundings. Children benefit from frequent stimulation to make positive choices about their activities. In doing so, they gain good skills to eagerly and confidently talk and play with adults and each other. The staff effectively ask their opinions, take time to listen to their ideas and support them to develop their interests.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, children talk with staff about the healthy fresh fruit they are having for snack. Staff regularly take children for walks around the local area to give them freedom to run and explore the natural environment. Children learn how to fasten clothing, recognise their belongings and change their boots and shoes. As a result, older children achieve good independence in hygiene and managing their personal care. Key persons prepare children for settling quickly into the group and later on to the next stage of their learning, effectively supporting individuals for transfer to school. Fully understood systems are in place to share information and work with other professionals involved with the children. The Early Years Foundation Stage progress check at age two has been implemented. These enable staff to identify any individual falling behind their peers or below their expected achievement levels.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, children talk with staff about the healthy fresh fruit they are having for snack. Children learn how to fasten clothing, recognise their belongings and change their boots and shoes. As a result, older children achieve good independence in hygiene and managing their personal care. Key persons prepare children for settling quickly into the group and later on to the next stage of their learning, effectively supporting individuals for transfer to school. Fully understood systems are in place to share information and work with other professionals involved with the children. The progress checks for children who have reached the age of two have been implemented. These enable staff to identify any individual falling behind their peers or below their expected achievements.

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

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. There is an accurate overview of the curriculum through the monitoring of the educational programmes. The pre-school offers a broad range of experiences to help children make progress in their learning and development. Staff are aware of the need to develop the outdoor area to extend children's learning. There is a high level of understanding of how children learn, the teaching is good and the staff team have a secure understanding of each area of learning and how children

learn through play. The manager monitors the levels of assessment and planning to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Staff work closely with individual children who have any additional needs, so that they make supportive interventions and any gaps in their learning are quickly addressed. Joint working with other professionals support improving outcomes for children.

Children are well protected through clear safeguarding procedures. All staff complete child protection training and have good understanding of their responsibilities in this area. The premises are secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Staff take steps to ease issues of accessibility caused by being based on the first floor of a building. Robust recruitment, employment and induction procedures are in place and implemented well to protect children. The parent committee fully support the management of the group. Staff have a good understanding of the safeguarding and welfare requirements and these are well met throughout the provision. Staff know and follow clear policies and procedures and implement these consistently.

There are good systems and procedures in place to liaise with other care providers that children currently attend. Staff recognise that partnerships make a strong contribution to meeting children's needs. There are systems in place for monitoring and supporting staff professional development through training events. These have a positive impact on developing practice in the pre-school. Self-evaluation takes into account the views of staff, children and parents. They also seek feedback from other professionals working in early years. As a result, the staff team are aware of areas that can be developed further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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.
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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	EY452177
Local authority	East Riding of Yorkshire
Inspection number	881876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	45
Name of provider	Ladybird Pre-School
Date of previous inspection	Not applicable

Telephone number

07725340767

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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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