

Ladybirds Preschool

Keelby CP School, Manor Street, Keelby, GRIMSBY, South Humberside, DN41 8EF

Inspection date	12/09/2013
Previous inspection date	29/01/2009

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 receive high levels of support in the development of their personal, social and emotional, physical and communication and language skills. They settle quickly and are happy and eager to learn. This helps children develop the skills needed to support their future learning and development.
- The indoor and outdoor environment is well planned and resourced. Resources are organised to support children to access them independently or move them around, and consequently, they can choose what to investigate and explore
- Staff are fully involved in children's play and learning. They work well together, demonstrate a positive attitude and are good role models that are developing children's social skills and desire to learn.
- Good partnerships with parents, carers, childminders and school, ensure that staff are able to provide continuity of care in meeting the individual needs of the children.

It is not yet outstanding because

- There is scope to strengthen children's good early literacy skills in both the indoor and outdoor learning environment.
- The views of children, parents and staff are not always sought on a regular basis for inclusion in the self-evaluation process.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children in the main playroom and in the two outdoor areas.
- The inspector looked at relevant documents, including children's observation, assessment and planning records.
- The inspector sought the views of parents, carers and a member of the committee.

Inspector
Kathy Kilner

Full Report

Information about the setting

Ladybirds Preschool opened in 2006 and is committee run. It operates from a mobile classroom in the grounds of Keelby County Primary School in the village of Keelby, North East Lincolnshire. There is one main room used for activities and children have direct access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. There are currently 29 children on roll in the early years age range. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The pre-school opens five days a week from 8.45am to 3pm during school term times.

There are seven staff who work with the children. Of these, one member of staff has an appropriate early years qualification at level 4, four at level 3 and two at level 2. The pre-school is affiliated to the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- extend children's good literacy skills further to create a learning environment that is rich in print by, for example, providing more opportunities for children to see and recognise familiar words and signs

- use the views of parents and children more effectively to inform the plans for improvement, so that the drive to improve is strengthened and practice is clearly targeted to help children reach the highest levels of achievement.

Inspection judgements

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

Children thoroughly enjoy the many positive learning experiences that are available for them to explore in this friendly pre-school. Resources in the indoor and outdoor environment are appropriate, exciting and offer challenges suitable to their specific ages and stages of development. They are arranged to make them easily accessible and this enables children to explore and make their own discoveries. This results in a good balance of learning opportunities that children choose from. They are interested and motivated to learn because the environment and secure relationships with staff that have high

expectations for the children, actively promotes learning. Children with special educational needs and/or disabilities are quickly identified and supported by staff that are committed to ensuring that they receive the support they need to enable them to progress well.

Planning starts with the children and what they know and can do. Staff build on children's interests to support their learning and development, which means that children are able to make good progress from their starting points. Staff closely monitor all areas of learning and ensure that they then plan activities to support them; some of these are led by the children's key person in small group time sessions. The 'progress check at age two' is completed to enable staff to assess children's development and act on any areas of concern. Accurate assessments help children move forward in their learning and take into account how they learn and their current interests. Observations and photographs in children's 'special books' give an overview of the progress children are making towards the early learning goals. This information is shared with parents and they are encouraged to share their observations from home to further support and continue this learning.

Staff interact well with the children and ask questions to promote their language and thinking skills. A member of staff sits with a child as she draws and says, 'that donkey has a lot of legs. I wonder how many you've drawn' the child counts, but becomes more interested in naming body parts. The staff member skilfully changes the conversation to meet the child's interests as they discuss 'hooves' and 'big and little eyes'. The child learns new words, such as 'nostrils'. As a result, children are confident communicators. Children's literacy skills are developing well. They enjoy listening to stories and choose from a good range of books to read together or alone. However, there are fewer opportunities for children to see the written word throughout the environment in order to further strengthen their good early literacy skills. Children confidently count and use mathematical language in their play. For example, they know that number three comes between two and four. Consequently, children are gaining the necessary skills they need for the next steps in their learning.

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

Relationships are good because of the rapport between staff and warm and encouraging attachments that enable children to become active and independent learners. The secure emotional attachments that children have developed with their key person help them to feel safe in the environment. Staff have built good relationships with the school by developing a similar system of recording and monitoring children's progress, regular visits throughout the year and weekly visits in the summer term. This supports children as they make the transition into school and ensures that they are well prepared in readiness for the move. Staff gather good information from parents about their child to ensure their needs are known and met. Parents speak about how their children have made progress because of the strong bonds that they and their children have with the staff.

Children's health and physical development is given good attention. Water is accessible indoors and outdoors, and children access it independently. Nutritious snacks are provided and children are able to choose and talk about the food in a relaxed way, supported by staff who join them at the tables. Sensible hygiene practices ensure children understand

the importance of washing their hands before meals and they help to tidy away afterwards with staff as part of the daily routine. Children's independence is a strong feature of the pre-school as they are allowed the time and opportunities to do things for themselves, because staff guide and support them effectively. Children decide to create a cosy area outside and confidently take out cushions enlisting the help of staff to support them. This contributes to the high self-esteem and confidence that children display. Children's behaviour is very good. They are supported by staff to deal with any conflict that arises. Staff promptly intervene when children all want to be a popular children's character by making good use of the sand timer to help children take turns. Children clearly understand the rules of the pre-school and confidently explain that they have to share and be nice to each other.

All children are active and keen learners. They have frequent opportunities to play outdoors and benefit from fresh air and exercise. Older children show they can negotiate space successfully when they carefully follow the track around the outdoor area riding their bikes and cars. Good imaginative skills are developing as children sit on wooden logs around their 'camp fire' and cook food to serve to each other. Children are able to take risks and to find out for themselves what they can do. One child walks confidently on small balancing equipment while another using the same equipment is skilfully supported by staff to move one leg at a time. Children competently stand on crates to get a better look at what the children are doing in the school playground.

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

Children's safety is given high priority. Safeguarding is good because all staff are vigilant and risk assessments are thorough. There are comprehensive policies in place and staff understand their roles and responsibilities. All relevant documents, such as, accident forms, medication and incident records and the fire evacuation log are all correctly completed. Staff are aware of signs and symptoms to be aware of and access regular safeguarding training. The premises are secure and an intercom is used for when staff and children are not in the outdoor area. Robust recruitment systems are in place to ensure that all staff are suitable to work with children. As a result, children are kept safe from harm.

The manager and staff are enthusiastic and focused on improving the quality of care and education for the children. Training courses are decided at staff meetings, appraisals and supervision meetings. Any training attended is shared at staff meetings and they support each other with new ideas and ways of working. The manager works alongside staff and is supportive of them and encourages them to complete further training. A staff member discusses how she is starting a course to gain a higher level qualification. This means children benefit from a skilled staff team that are knowledgeable about early years education. Systems for self-evaluation are in place and clear priorities for improvement are noted. However, there is room to make better use of the views of children, parents and staff in order to drive improvement so that children continue to make the best progress in their learning.

Parents are very positive about the pre-school and they are happy with how settled their children are and the progress that they are making. They say that they have noticed a difference since their child started at the pre-school and one parent commented on an improvement in their child's speech. There are 'wow' forms in the entrance foyer so that parents can share information about their child's achievements. Parents say that they feel well informed about what is happening in the pre-school and with their child's learning. Staff work with other early years providers and they share information about children's progress and interests with other providers where children attend. This joint approach to care and learning supports the children so that they are able to make good progress and become independent learners, which helps them to be ready for school.

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 action. 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	EY317986
Local authority	Lincolnshire
Inspection number	915007
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Ladybirds Preschool Committee
Date of previous inspection	29/01/2009
Telephone number	01469561100

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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