

Ladybirds Pre-School

Village Hall, Salmons Lane, Thorrington, COLCHESTER, CO7 8HQ

Inspection date	30/09/2013
Previous inspection date	24/02/2012

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's interaction, language and communication skills are fully supported as the staff talk with children about their play and ask them question about activities they undertake.
- Staff are deployed well and children are supervised at all times. They are good role models, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.
- The manager involves all staff in reviewing the environment and practice within the pre-school, as a result clear targets have been identified for improvement to benefit children.
- Staff have a good knowledge of safeguarding children procedures, which helps to protect children from possible abuse and neglect.

It is not yet outstanding because

- There are not enough opportunities for parents to be involved in their child's learning so staff have a precise and full picture of children's learning and development.

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.

The provision is also registered on the compulsory part 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 area and the outside play area.
- The inspector looked at staff suitability checks, a range of records, policies and procedures, and children's learning journey progress records.
- The inspector spoke to the manager, staff and children at appropriate intervals during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector took into account the views of several parents spoken to during the inspection.

Inspector

Debbie Kerry

Full Report

Information about the setting

Ladybirds Pre-School was registered in 2011 on the Early Years Register and also the compulsory part of the Childcare Register. It operates from the village hall in Thorrington, Essex and is privately run. There is an enclosed outdoor area for outdoor activities.

The pre-school is open on Monday 9.30am to 2pm, Tuesday 9.30am to 3.30pm, Wednesday and Thursday 9.30am to 12.30pm and Friday 9.30am to 3.30pm, during term time only. There are currently 46 children attending who are in the early years age range. The pre-school provides funded early education for two, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs eight members of staff. Of these, all hold appropriate qualifications to at least level 2. The manager holds an early years qualification at level 3 and level 4.

What the setting needs to do to improve further

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

- extend partnership working to provide opportunities for parents to be more involved in their child's learning, for example, so they can share their children's achievements from home and add comments to their progress records if they wish.

Inspection judgements

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

Staff undertake regular observations on children's play. This is recorded in their learning journey progress records and is then used to inform the planning of their next steps. The progress wheel in children's learning journey records reflect a clear picture of the development milestones children have achieved across all seven areas of learning. The educational programme of activities in the weekly plans includes the identified next steps in children's learning. These are identified through using children's initials and are clearly linked to areas of learning as each area is colour coded. Children's interests are taken into account and added to the planning. Information from parents on what their children have been doing at home is also added to planning to reflect that their interests are acknowledged.

Staff obtain a range of relevant information from parents when children start attending

the pre-school. For example, they complete an 'All about me' form. This is used as a starting point and then staff undertake observations on children to obtain a baseline assessment. The assessment is then used to inform the progress check at age two and staff give priority for this to children where any concerns or issues with their learning have been identified. Staff then put in place plans to support and help parents to seek advice for children's development to help them make progress. Staff have developed links with other settings so information on their development can be exchanged for consistency of care.

Staff use Makaton when interacting and communicating with children, and work closely with other professionals who provide support for children with special educational needs and/or disabilities. Staff ensure that all relevant information is passed on and exchanged when children start school, so children's ongoing progress is well-supported. Children are well-prepared for when starting school. As staff use a resource box with school uniforms, they also take children to the school for additional visits, so that they are fully supported with their transition.

Children are supported to settle when they first start attending the pre-school, as they can come for as many trial visits as parents feel is needed. Staff also undertake a home visit for children who are finding it hard to separate from their main carer. Staff engage and interact with children to promote their communication and language skills. Children are encouraged to have a turn at talking in front of the group. The '11 o'clock time' is used to encourage children to talk when they are holding the talking bear. This helps to model taking turns to speak and listening to others. Children are developing a good vocabulary and staff ask a range of questions during their play to develop their thinking skills. Children are given time to think about the question and process their thoughts. As a result, children are becoming confident communicators. Children paint using brushes and water on the fence outside, to help develop their early writing skills. They explore shaving foam and enjoy feeling the texture of it as they squeeze it through their fingers, while collecting up bears of different sizes for a maths activity. Staff ask children to count how many bears they have; also which one is bigger and which is smaller. This helps support their number skills and understanding on size in readiness for when they start school. Children run outside and they take turns to participate in an exercise programme, provided by 'Tatty Bumpkins'. Children are encouraged to join in as they jump, balance, and use different parts of their body to develop their physical strength and control of their bodies. Children are encouraged to take off their socks and shoes and at the end to put them on again as they would be encouraged to do in school after a physical education lesson.

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

Children are allocated a key person to help them to settle and become familiar with the pre-school when they start. Staff obtain a range of relevant information from parents when children start attending the pre-school. For example, they complete an 'All about

me' form, this is used as a starting point, staff undertake observations on children to obtain a 'baseline' assessment. The assessment is then used to inform the two year check on children and staff give priority for this to children where any concerns or issues with their learning have been identified. Staff then put in place plans to support and help parents to seek advice for children's development to help them make progress. Staff have developed links with other settings so information on their development can be exchanged for consistency of care.

Children are encouraged to wash their own hands before eating and after using the toilet to develop a good understanding on personal hygiene routines. Children's independence is encouraged, as they pour their own drinks at snack time and clear away their own cups and plates when they have finished eating. Children are supported in learning to develop good habits and understand appropriate behaviour. For example, staff ring a bell to gain children's attention; children stop and hold up their hand to show they are listening. Staff encourage children to use their walking feet inside, to share and take turns with resources, and they help to tidy up at the end of a session. This helps children to learn expected codes of behaviour, respect for each other and their environment.

Children develop their understanding on difference through the resources available. For example, there are a range of books and dressing-up clothes. Staff have ordered additional dual language books to support new children who have started with English as a second language and ask parents for key words to use to help children feel welcomed. Children take part in a range of activities on celebrations from other beliefs throughout the year. There is a pictorial time line of the routine of the session displayed to help younger children and those with special educational needs know what is happening next. Staff teach children a new Makaton sign each week to support communication skills in all children and to reflect their inclusive and welcoming setting. Children are allocated a key person to help them to settle and become familiar with the pre-school when they start.

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

This inspection was prioritised by Ofsted following the receipt of concerns raised after a child was left unsupervised for a short time. Staff immediately realised and gathered all the children together and undertook another head count on all children in the pre-school. This is regarded by Ofsted as a significant event, which all providers are required to report to Ofsted. At the inspection, the manager discussed with the inspector what happened and what action had been taken to ensure that it did not happen again. Ratios were correct at the time of the incident. The manager has held a meeting with all staff, all policies and procedures were looked at and discussed to ensure that staff are fully aware of their roles and responsibilities to keep children supervised and safe at all times. As a result all staff have been updated on their roles and responsibilities and the procedures in place they follow to ensure that children are supervised at all times. The inspector observed how children are supervised throughout the inspection and this demonstrated that all staff are vigilant and there is excellent communication between the staff at any change of activities or the end of a session to ensure that this does not happen again. The

manager is fully aware of the need to inform Ofsted of any significant events or changes at the pre-school.

The manager has robust recruitment and induction procedures in place to ensure that all adults working with children are suitable to do so. Through regular meetings and supervision staff are kept informed of any changes to practice within the pre-school. They understand their roles and responsibilities in safeguarding children from abuse, neglect and robust policies and procedures support their practice and the good supervision of children. The training log reflects that all staff have attended safeguarding children training so they have developed their knowledge and understanding on what to do if they should have any concerns about the welfare of a child. They are clear on who to go to should they have any concerns and the procedures are displayed so staff can access them easily. Security is a high priority and the premises are safe and very secure. Staff have a secure knowledge and understanding of the learning and development requirements and all staff support their key children with making good progress. Staff are fully supported in their ongoing professional development by the manager. The staff work well together as a team and ensure that there is good communication between each other regarding children's individual needs. They use a communication book to record any information from parents or changes to children so that all staff work towards supporting children's individual needs.

The manager involves all staff with looking at areas for development within the pre-school. Through looking at the environment, attending training or meetings with other providers, all staff have an input on the areas of development they want to work on for improvement. These are regularly reviewed and updated when areas are achieved so that a new area can be looked at for further improvement. For example, they have reviewed the outside area and removed some ride on equipment to make way for a wider range of resources. As a result, the broader range that is now accessible to them, encourages all children be more engaged with exploring their outside learning environment.

Parents speak highly of the care and education their children receive at the pre-school. They say that the staff are friendly and that their children are settled and have made good progress in their development. They are kept informed about their child's learning verbally by staff each day on collection. However, opportunities for them to be more involved in their child's learning are not fully in place so they can add comments about their learning at home to their children's learning journey progress records. In order to help staff have an accurate picture of children's development to plan more precisely for their future learning needs.

The pre-school has made some links with other early years settings to ensure that children have consistency of care. Staff obtain parent's permission to exchange information on their child's learning and development. Children are provided with a resource box with the uniforms and information from the local schools. Staff also liaise with the teachers who come to visit the children at pre-school. Staff also take children on visits to the school before they start to help ensure that the transition to school is well-supported.

The Childcare Register

The requirements for the compulsory 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 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	EY436427
Local authority	Essex
Inspection number	937478
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	46
Name of provider	Kathryn Alice Long
Date of previous inspection	24/02/2012
Telephone number	07592344367

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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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