

Ladybirds Pre-School

Dishforth Airfield CP School, Short Road, Dishforth Airfield, THIRSK, North Yorkshire, YO7 3DL

Inspection date	22/10/2013
Previous inspection date	05/07/2011

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

- Staff expect children to be capable and empower them to take on responsibility. As a result, children develop high levels of self-esteem, have belief in their own abilities and quickly become independent and self-reliant.
- Children have very good ongoing opportunities to play and learn outdoors in all weathers. This means they benefit fully from fresh air, keep fit and have freedom to explore on a larger scale.
- Children settle well in this family orientated setting because key persons have an in-depth knowledge about their individual care and learning needs and build up strong bonds with them. This means children are emotionally secure and confident to spend time away from their parents.
- Staff give high priority to ensuring children have a safe and secure environment in which to play and learn. This means they are well protected and kept free from harm.

It is not yet outstanding because

- Occasionally, the planning and organisation of activities for very young children is not fully effective in enabling them to comfortably play a full and active part in the learning experience.
- There is scope to enhance the range of books readily available to children, to further support their understanding of diversity and the wider world.

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 had a tour of the premises and observed children playing in the play room and the outdoor area.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of an activity that involved a small group of children learning how to make pumpkin lanterns.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Ladybirds Pre-School was registered in December 2005 and is on the Early Years Register. It is situated within Dishforth Airfield Community Primary School, close to Thirsk in North Yorkshire. It is managed by the Army Welfare Service Management Committee. The pre-school serves the local area and families living on the airfield base. It is accessible to all children. Children are cared for in one room and there is an enclosed area available for outdoor play. The pre-school also has use of the school hall and field.

The pre-school employs three members of childcare staff, of whom one holds an appropriate early years qualification at level 5 and one at level 4. The pre-school opens Monday to Friday during term time only from 9am until 3pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It is a member of the Pre-School Learning Alliance and 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:

- develop further the planning and organisation of activities for very young children, so they can consistently play a full and active part in the learning experiences provided
- enhance the range of books which children can access independently, to include those that provide stories and information about the wider world, to further strengthen children's understanding of, and acceptance of differences between people.

Inspection judgements

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

Staff enthusiastically engage with children and provide a good range of activities that arouse their interest. This means children become motivated learners who constantly learn new skills. Consequently, they are well-prepared to move on to school when the time comes. For example, staff plan activities and provide resources that link to seasonal events, such as Halloween. They enable children to act out different roles, such as that of

a 'witch' by setting up a 'cave' in the outdoor area, complete with 'cauldron'. Children delight in using the resources and this means they develop their creativity and imagination. They confidently recall stories staff have read to them linked to the theme. For example, they use spontaneously use rhyming words in their play, such as 'Iggity, Ziggity, Zaggety, Zoom' as they pretend to turn each other into a frog or mouse. Staff know children very well, which is clearly reflected in the detailed observations they make of their play and learning. Staff continually consult with parents to find out what children have learnt at home and parents are very keen to share this information. Parents are able to take their child's learning record home whenever they want and regular consultation sessions are provided so key persons can discuss children's progress and how they intend to promote the next steps in their learning. This means parents are well informed about their child's development.

Children have good opportunities to learn through hands-on experiences. For example, staff provide small hammers, so children can develop their small muscles as they use these to tap real nails into pieces of wood. To link into a Halloween theme staff teach children how to carve a pumpkin to make a lantern. During the activity they skilfully encourage children to use their thinking skills to solve problems. For instance, a member of staff asks children 'How can we see what is inside the pumpkin?' She gives children time to formulate their answer and one child replies with 'Slice the top off'. The member of staff praises the child for his idea. This shows children their suggestions are valued and appreciated and means they are not afraid to contribute. As the member of staff cuts into the pumpkin children respond with 'Hurrah, you're doing it'. This demonstrates children have respect for the skills of their teachers. The member of staff responds by encouraging children to make the cut larger with their plastic knives. This in turn empowers children to develop their abilities in a safe manner. Older children then delight in scooping the middle out of the pumpkin and finally decide on the design for the cut out face. However, the activity does not fully sustain the interest of very young children as effectively as older ones because they cannot comfortably reach the pumpkins on the table. Consequently, one child leaves the activity before it ends. This means the child does not benefit fully from the experience as he does not see the process through to fruition.

Staff provide a bright and stimulating environment for children to play and learn and make resources easily accessible. This means children are able to decide what they want to play with and develop independence in their learning. For instance, two children work harmoniously with one another as they use 'hobby horses' and pretend to be 'cowboys'. As they do so they encourage each other to name their 'horse' before 'riding' these around the garden. One child shows the other how to pull on the 'reins' and say 'stop' as they reach the fence. This shows one child is teaching the other about safety in her own way. Books are readily available both indoors and outside, to support children in developing their literacy skills. However, the range does not include books that depict stories and information about the wider world. This means children are not supported as well as they could be in learning about differences and similarities between countries and people.

Staff make good use of every learning opportunity that arises, to broaden children's experiences. For instance, when they observe a flock of sheep in the adjacent field they take children to have a closer look and discuss how the sheep are eating sugar beet. This enhances children's understanding of nature and living things very successfully. Staff pay

good attention to supporting children's development in communication and language. For instance, they read stories with expression, which captures and maintains children's interest and helps them to develop very good listening skills. During group time staff skilfully encourage children to engage in conversation to help them develop their vocabulary. For instance, when one child brings in photographs of his birthday cake a member of staff encourage him to show these to the rest of the group. As the child does so the member of staff pretends that she does not know what the photographs portray. The child delights in this and is inspired to tell everyone else about the event. This enables children to become confident communicators.

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

Children's transitions into the pre-school are managed very well. Parents are asked to complete an 'All about me' form for their child, which effectively informs key persons of children's individual needs, interests and family background. This plays a significant part in enabling staff to get to know children and to develop close bonds with them. As a result, children soon settle, are happy to leave their parents on arrival and keen to see what is on offer each day. For example, one child greets his key person with a smile and a cuddle and then happily sits with his friends on the mat ready for group discussion time. Children are keen to talk about what they like about the pre-school. For instance, one child tells the inspector she likes building castles in the sand and playing outside. This shows children feel emotionally secure in their environment, which provides a good basis for their learning and development.

Providing opportunities for children to play outdoors is given high priority by staff. For example, children are able to flow freely between indoors and outdoors and this plays a significant part in promoting their good health because they benefit from lots of fresh air. It also enables children to explore and play freely on a larger scale and to develop very good physical skills. For instance, one child shows good control of her body as she hides from a 'witch' in an upturned tyre, while others confidently manipulate spades as they fill buckets with sand and tip these out to make castles. Children also have access to the school field and staff use this resource very well. For instance, they use a 'maze' to encourage children to co-ordinate their movements as they change direction and weave in and out of the paths. Both children and staff delight in being outdoors. For example, staff join in with children's chasing games with gusto and their enthusiasm for this is infectious. This results in children squealing with pleasure as they try to avoid being caught. Children are not at all fazed by changes in the weather. For example, when it starts to rain they simply put on their coats and wellingtons and carry on playing. This means children experience different climates and learn that outdoor play is not just an activity for fair weather.

Staff have high expectations for children. They expect them to be capable and provide very good opportunities for them to become independent and self-reliant. Consequently, children behave in a very responsible manner and have high levels of self-esteem because they are confident in their own abilities. For example, children take turns to be the 'helper of the day'. They take this role very seriously. They proudly wear their 'helper' badge and

confidently help to prepare the table for snack time. They let everyone know when this is ready and wash up the plates and cups afterwards. This means children make a very positive contribution to the life of the pre-school. Mealtimes are treated by staff as an important opportunity for children to socialise with each other and this gives the activity a very homely feel. For example, staff sit with the children and eat their lunch with them and initiate lots of conversation. This provides good opportunities for children to chat about their morning and what they have been doing at home, which shows staff take an ongoing interest in children's lives.

Staff actively encourage children to become confident in their self-care. For example, the successes of those who are potty training are acknowledged with an owl picture which is displayed on the wall and shared with parents. Children learn about good dental hygiene because staff provide opportunities for them to clean their teeth after lunch. Staff pay good attention to teaching children how to keep themselves and others safe. For example, before they go out onto the school field children are encouraged to line up sensibly by putting their hands on the shoulders of the person in front. This means children are not invading one another's space which means trips and falls are reduced. As children walk to a particular point on the field staff encourage them to walk as a 'train', so they stay together. This makes the activity fun and means children respond very positively to instructions, which effectively encourages positive relationships and supports children to understand consistent boundaries within the pre-school.

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

The manager plays a strategic role in making sure the pre-school runs safely and efficiently and acts very competently as a leader, motivator and mentor for staff. This means the requirements of the Early Years Foundation Stage are met to a good standard. The recruitment and vetting of staff is thorough, which means their suitability to work with children is assessed well. The manager ensures all staff attend training in child protection, which means they are confident in recognising the possible indicators of abuse or neglect and know to whom they should refer any concerns. Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the manager often works alongside staff, which means she is able to observe their practice first-hand and offer advice where necessary, to improve the quality of teaching. Appraisals enable staff to reflect on their performance and set targets to enhance this, including accessing further training. The staff team works very well together and all members are dedicated to their role in caring for, and educating children. Children are well-supervised at all times and are able to move about the pre-school freely and safely because staff give high priority to minimising any risks. The premises are very secure and well-established procedures are followed at collection time, to ensure children do not leave unaccompanied.

The manager has a clear vision for the pre-school and this is shared by the staff team. This means everyone works to the same beliefs. The quality of the service is monitored very effectively and there is a good commitment to continually improving this. For

instance, the educational programmes are regularly evaluated, to ensure all areas are being covered effectively and that there are no gaps in children's learning. Staff are able to express their thoughts about the service at team meetings and these feed into the self-evaluation document that is completed by the manager. Staff regularly ask children what they like and do not like about the pre-school and parents can express their opinions verbally and through questionnaires. Staff are responsive to implementing any suggestions for improvement that arise, which demonstrates an inclusive approach to moving the service forward. For example, parents asked for a lending library to be introduced in line with their older children's experience at school. Staff responded promptly to this and several 'book bags' are now available for children and parents to share at home. The recommendation for improvement raised at the last inspection has been addressed successfully and the outdoor area has recently been enhanced. For example, a covered area has been installed which means children can take part in activities, such as reading books, in all weathers. This means children who prefer to spend time outdoors are not missing out on opportunities to develop their literacy skills.

Staff give high priority to working in partnerships with parents. Information they receive via the prospectus is concise and easy to understand. This gives parents a very good overview of the pre-schools policies and day-to-day operation. Regular newsletters are provided which keep parents well-informed about forthcoming activities. Parents are regularly invited to special events, such as a teddy bear's picnic and a 'den building for Dads' session. This enables parents to get to know one another and to support their children's learning in a fun way. Parents' comments about the pre-school are very positive. They say they find staff very approachable and friendly and feel their children are making good progress in their learning. The pre-school has strong links with the school where it is sited, which children move on to. For example, pre-school children are regularly invited to events at the school, which means they become very familiar with the teachers and the environment. This means the transition to full-time school is not a daunting experience for them.

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	EY312919
Local authority	North Yorkshire
Inspection number	870789
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	15
Name of provider	Catterick Garrison Pre-School Group Committee
Date of previous inspection	05/07/2011
Telephone number	01423 329186

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

