

Ladybird Pre-School Camford Heath

AD Astra First School, Sherborn Crescent, POOLE, Dorset, BH17 8AP

Inspection date	18/03/2014
Previous inspection date	15/10/2012

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

- Staff liaise closely with parents and organise settling in routines well. Consequently, children quickly settle. are comfortable and make good progress.
- Staff use outings well to broaden children's experiences and teach them about road safety. Consequently, children learn how to stay safe on a trip to the shops.
- Management follow robust recruitment and employment procedures. This ensures staff are suitably qualified and experienced to work with children.
- Staff provide a good range of physical equipment for children to use. Consequently, children confidently use a wide range of tools and equipment competently.

It is not yet outstanding because

- Staff do not always organise activities as well as possible or present resources imaginatively. Consequently, children's learning is not always fully extended when choices are not always very challenging and they are not encouraged to tidy the toys away if they have finished with them.
- Staff do not consistently use everyday routines to challenge children's thinking and to develop their problem solving skills.

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 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 indoors and outdoors.
- The inspector spoke with the manager, parents, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector reviewed feedback from the local authority and discussed self-evaluation processes.
- The inspector carried out a joint observation with the manager.

Inspector

Marilyn Joy

Full report

Information about the setting

Ladybird Pre-school was registered in 2003 and moved to the current premises in 2009. It operates from a portable classroom in the grounds of AD Astra First School in Canford Heath, Poole, in Dorset. There is an enclosed area for outdoor play. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll in the early years age group. The pre-school supports children who have special educational needs and/or disabilities and children learning English as an additional language. The pre-school operates term time only, Monday to Friday, from 8.30am until 3pm. A team of eight staff work with the children, including the owner; of these, two staff have early years qualifications at level 4 and the remainder hold qualifications at level 3. There are two staff, including the owner, who are working towards Early Years Professional Status. The pre-school is registered to receive funding for the provision of free early years education for children aged two, three and four years.

What the setting needs to do to improve further

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

- review the organisation of activities to further develop more choices and challenging play areas, and help children learn about putting toys away when they have finished with them
- use everyday routines and practical activities more consistently to fully extend children's learning and engage them in simple problem solving.

Inspection judgements

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

Children make good progress in their learning because teaching is good overall. Staff create interesting games that children enjoy. For example, a box of curtain rings of different sizes and a broom handle are turned into a challenging game. Children estimate how big the rings are and have to judge whether they will fit over the broom handle. Staff introduce mathematical language, such as size and shapes, and encourage simple problem solving successfully as children find out which ones will fit. Children create patterns when fitting pegs into holes on a board and work out how shapes fit together when making puzzles and fitting construction pieces together. Consequently, children's mathematical understanding is developed well.

Staff provide a broad range of activities and experiences across all areas of learning. For

example, children learn about the world around them when growing and planting seeds. They experiment with different materials such as sand, water and dough. They make soup to eat, and identify house numbers when going for a walk. Children create their own Mother's Day cards and develop their early writing skills when painting and drawing. Staff organise some activities, such as singing and stories, in small groups. This helps children to focus and to maintain their attention because there is usually less distraction. Generally, children listen attentively to stories when read well by staff. Likewise, children enjoy singing songs and joining in with the actions. Additionally, staff teach children to communicate well through relaxed conversations and by modelling clear speech.

Although activities support children's learning well overall, some resources and activities are not always presented imaginatively to present exciting challenges throughout the day. For example, words and numbers are displayed and plenty of writing materials are available for children to use. However, these are not always available in the role-play areas, indoors and outdoors, to encourage children consistently to use them purposefully in their play. Likewise, at snack time, staff do not always take advantage of opportunities to encourage problem solving skills, such as involving children in working out how many children are present so they can set the table for snack. Instead, staff organise this for them, and so children's learning is not always fully extended and their choices are not always as challenging as they could be.

Staff get to know children well and, in particular, their key children. Each child has their own progress record and daily diary which include written observations of their experiences as well as photos and examples of their work. Staff monitor children's progression and plan their next steps for learning. When children are aged between two and three years, staff complete the required progress checks and share these with parents. Staff recognise when children need additional support and liaise with parents and other professionals. This helps them tailor activities to meet children's individual needs. For example, they identify strategies to help children behave well, encourage their language skills and encourage their concentration. This helps all children progress well. Staff and children create a weekly plan of activities together and display it in the playroom to remind themselves what they want to do. Consequently, children experience activities they enjoy. For example, some children decided they wanted to make donkey shaped biscuits for Mother's Day and staff suggested some activities to encourage children's counting skills.

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

Children are motivated and enthusiastic learners. They arrive confidently and quickly choose what they want to do. Staff are ready for their arrival and ready to help children to settle in. Each child is allocated a key person who pays particular attention to ensuring their key children's individual needs are appropriately met. It is the key person's responsibility to liaise with parents and support children with their development and care routines. Children are comfortable with staff and develop positive relationships with them. For example, they seek their support when unsure and eagerly share their creations, whether this is a drawing or pizza made from play dough.

Staff encourage parents to contribute towards children's learning and respond positively when parents ask if they could teach children about road safety. Staff do this successfully by talking about road safety and demonstrating this practically by taking children for a walk to the shops. Staff follow clear procedures for keeping children safe. For example, they wear high visibility jackets and use an effective system for keeping everyone together and, as a result, children learn to hold on and stay safe.

Children develop good independence skills in preparation for school because staff encourage them well. For example, children learn to put their own coats on when going outside. They learn to pour their drinks at snack time and make their own sandwiches. Staff support children to manage their own personal hygiene and the importance of washing their hands. The manager also liaises with the school and the Reception teacher so that children can visit the school. This helps children prepare for the move to school and new surroundings.

Overall, staff help children to behave well. They provide clear boundaries to help them understand right from wrong and use praise and encouragement well to guide them. Some children confidently tell others that they must not throw toys. This demonstrates they know what is not acceptable and they feel confident in pre-school to say so.

There is a suitable range of resources to support children's all round development. They are clean and well maintained. Most are available at low level so that children can help themselves and make choices about what they want to do. However, play areas sometimes become untidy and less appealing because staff do not always teach children about putting toys away. Consequently, children do not learn about taking care of their toys and their environment. Outdoors, there is a good range of equipment to support children's physical development. This helps children gain control over their bodies as they become increasingly skilful when using the climbing frame and manoeuvring wheeled toys around. Children thoroughly enjoy playing outdoors and do so daily as part of the healthy lifestyle promoted by staff.

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

Management and staff have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. All the requirements are met and children are safe and secure. Management and staff have a thorough understanding of child protection issues and know what to do if they have concerns about a child in their care. They understand effective safeguarding procedures and are fully aware of the importance of liaising with other agencies. Management and staff complete regular risk assessments and daily checks of the premises. Consequently, the indoor and outdoor environments are safe for children to use. Management implement thorough recruitment and employment procedures to ensure staff are suitable and appropriately qualified to work with children.

The inspection took place due to concerns being received by Ofsted regarding the

arrangements for managing children's behaviour and meeting their individual learning and development needs. The inspection found that management and staff liaise with parents when they have concerns about children's development. This includes discussing behaviour management strategies with parents so they can develop a plan of action together. Management acknowledges that on occasions it has taken a little time to introduce some specific resources, such as photographs of daily routines, to help children to understand what is going to happen next. However, management uses staff meetings and training to make sure all staff use strategies to support individual children consistently from the outset. They positively reinforce good behaviour through praise and reward stickers in children's diaries. Staff regularly monitor children's progress and plan their next steps. They share this information with parents at termly parents' meetings and in children's daily diaries. In addition, management and staff work with the local authority and other agencies in order to support children's individual needs. Overall, this works well enabling children to make good progress in their learning according to their individual capabilities and starting points.

Management and staff are keen to maintain continuous improvement. Several staff are completing further training and improving their understanding of key areas, such as special educational needs. This helps them improve the quality of practice and outcomes for children. In addition, management supports the professional development of staff with annual appraisals, supervision and staff meetings. Management liaises with the local authority to help them review their practice and identify actions for further development. Since the last inspection, they have reviewed the pre-school routine and, as a result, children have more opportunities to direct their own play.

Parents feel well informed about their children's experiences and activities. They appreciate the home visit and effective settling in routines as this helps their children settle well when they first join the pre-school. Parents value the contact they have with their child's key person and the regular newsletters as these provide details of how they can support learning at home. Overall, parents are happy with the care their children receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY396900
Local authority	Poole
Inspection number	955145
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	56
Name of provider	Michelle Samantha Columbine
Date of previous inspection	15/10/2012
Telephone number	01202 659689 mobile 07855 192226

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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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