

Ladybirds Pre-School Playgroup

Lyppard Grange Community Centre, Ankerage Green, Worcester, Worcestershire, WR4 0DZ

Inspection date

20/06/2014

Previous inspection date

21/06/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded because staff demonstrate an appropriate knowledge and understanding of their roles and responsibilities for child protection.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children as well as the parents and build relationships with them to help them feel secure.
- Children make steady progress because staff have a sound understanding of how to capture children's interests and recognise that children learn through play.

It is not yet good because

- The pre-school does not have robust recruitment procedures in place. This is because the management team have not updated their knowledge and skills with regard to safer recruitment procedures and do not obtain references for newly appointed staff.
- The management have not secured training in a timely manner, to update their staffs' paediatric first-aid certificates. Although this is a breach of requirements, it has minimal impact on children's well-being because staff are aware of how to respond to accidents requiring first-aid treatment through training attended many times in the past.
- The pre-school does not always consider the way it plans its indoor space to meet the needs of all children, with particular regard to the youngest children who attend. In addition, children do not always benefit fully from quality, focused support because they do not spend enough time with their key person or key group.

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 looked at children's learning records, planning, assessment and other required documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held ongoing discussions with the management, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Tina Smith

Full report

Information about the setting

Ladybirds Pre-School Playgroup was registered in 1993. It is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school is committee run and operates from a community centre in the Warndon Villages area on the outskirts of Worcester city. Children share access to an enclosed outdoor play area. The pre-school employs 12 members of childcare staff. Of these, five hold appropriate qualifications at level 3, with one member of staff having a level 6 qualification. The pre-school opens Monday to Friday during school term times. Sessions are from 9.30am until 2.40pm. There are currently 46 children on roll. They attend for a variety of sessions. The pre-school serves the local area and is accessible to all children. They provide funded early education for two-, three-, and four-year-old children. The pre-school receives support from the local authority. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that practitioners, and any other person who is likely to have regular contact with children, are suitable, in particular ensure robust recruitment procedures are followed by obtaining suitable references for all staff
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present.

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

- consider further ways to plan the indoor space to meet the needs of children of different ages, so that young children have the opportunity for quiet time or to access resources especially for them
- consider ways to enable key-persons to spend time with their key children and key group, for example, by allocating a specific time and area where focused support can take place.

Inspection judgements

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

Staff demonstrate an appropriate awareness of the learning and development requirements of the Early Years Foundation Stage and children make steady progress in their learning and development. The pre-school operates from a community hall and is a pack-away setting. This means that staff have to carefully consider the resources put out each day, to ensure that all children have the opportunity to play with resources that interest them. Staff note these activities are planned around them; they are varied and cover most areas of learning to include an appropriate balance of child-initiated and adult-directed play. Children's starting points are assessed on entry. On induction, the manager meets with parents and they are invited to share information about their child's development, care needs and routines. In addition, parents are asked to complete a written profile about their child. As a result, staff are aware of what children can already do and can therefore monitor how they progress. Staff make regular observations of children in their play, as well as tracking children's use of toys and activities. These observations are assessed in order to identify the next steps in their learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Each child has a learning record, which contains staff's observations on the children, along with photographs and pieces of their work. Parents are regularly invited to review these with their child's key person. In addition, parents are given ideas as to how they may continue their children's learning at home. For example, at the weekend look for different animals, letters and colours. Consequently, parents are kept informed of their child's progress and are encouraged to continue their child's learning at home. The pre-school are completing the required progress check for children aged between two and three years and the written summary is shared with parents.

Children enjoy their time at the pre-school and quickly become involved in the activities and resources offered to them. They freely choose toys and resources that reflect their current interest. For example, children use their imagination as they have a tea party in the role play area. They carefully pour tea and cut the cake, offering it to their peers. Children are beginning to think critically and problem solve as they push beads through an activity cube. They concentrate as they enjoy building big towers with connecting blocks and then use their creations in their imaginary play. Children express their creativity as they explore a selection of paints and cotton buds to make pictures of animals. Children's early writing skills are promoted as they practise making marks using a selection of pens and crayons. Effective use of group sessions, such as circle time, helps to promote children's listening and attention skills, as well as their communication and language development. They enjoy sitting with their soft toy 'buddies' as they sing the hello and days of the week songs, and are attentive to stories being read. However, although there are some effective group sessions, children do not always benefit fully from quality, focused support because they do not spend enough time with their key person or key group. Children's communication and language is promoted because staff talk to the children throughout the day. They use appropriate questioning skills, asking children questions, such as, 'can you remember when?' This supports children to make links to past learning as well as promoting their self-confidence and self-esteem, skills which are needed in readiness for school.

All children are welcomed and valued. Children with English as an additional language and children with special educational needs and/or disabilities are fully included in the life of

the setting. Staff recognise children's individual learning needs and support them to join in activities at their own pace. Children are developing an appropriate range of physical skills and they enjoy spending time outdoors in the fresh air. Children use a selection of ride on toys, carefully manoeuvring around. They explore the climbing frame and eagerly kick and throw the ball to one another. They also enjoy sensory items and investigate shape, space and measurements as they fill and empty various sized containers with sand and water. They are developing an appropriate understanding of the world around them because they go on nature walks, as well as planting sunflower seeds which they water and watch grow.

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

Key aspects of children's well-being are sound. Staff are caring and kind, giving cuddles and reassurance when needed, and delivering decent levels of care. The pre-school has an appropriate key-person system which helps children to form secure attachments with staff and promotes their emotional well-being. However, children do not always benefit from having quality time with their key-person or key group and this hinders them from building even closer relationships with staff and their peers. Staff get to know their families and children well. This is because the manager meets with parents on induction to discuss their child's development, needs and routines. Children are invited to taster sessions and parents are also invited to stay and play. They are encouraged to leave their child when they feel ready to do so. Consequently, children soon settle into the pre-school and enjoy the activities and play offered. The move to school is well supported and managed through partnerships with the local schools. Reception teachers are invited to visit the nursery in the summer term so they can see the children in their own environment and can discuss their individual needs with the child's key person. This results in children settling quickly into their new school and parents feeling supported.

The pre-school is warm, welcoming and generally well organised. Toys and resources are in the main of a decent quality, age appropriate and easily accessible to the children. Therefore, they are able to make free choices about their play. However, there is room for the pre-school to consider how it plans the indoor space to meet the needs of all children who attend, with particular regard to the younger children, so that their all-round development and emotional well-being are fully supported. Children are beginning to learn about healthy lifestyles. They understand the importance of washing their hands, and have access to facilities where they can independently manage their toileting needs. Healthy eating is promoted because the pre-school provide fresh fruit for snack, along with milk and water. Packed lunches are provided by parents and staff offer suggestions for healthy alternatives. For example, swapping crisps and biscuits for fruit and yoghurt. Children learn the importance of fresh air and exercise as they have regular opportunities to play in the outdoor area, as well as going for nature walks and trips to the park. Here, children have the opportunity to run fast and experience first-hand the weather and the natural environment.

During the inspection the children's behaviour is generally good, this is because staff are good role models and give clear guidance as to what is acceptable behaviour. For

example, children play well together, take turns and share. On the other hand, there are times when children disengage and become a little boisterous. This is because key persons are going about their general duties and children are not getting quality, focused support from them. Consequently, children lose interest and become a little over excited. Children are developing an understanding of the world around them because they regularly visit places of interest within their community, such as, the library, shops and post office. In addition, parents are invited to termly trips, the latest being a trip to the farm park where the children enjoyed watching and feeding the animals. The pre-school celebrate various festivals and events, such as, Easter, Diwali and Eid. Most recently, the pre-school children celebrated Father's Day by making cards to take home.

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

Children are suitably safeguarded. Staff have an appropriate understanding of child protection and the procedures to follow if they have a concern about a child in their care. Daily meetings before the pre-school opens give staff the opportunity to discuss the planning for the day, as well as children's safety, and any concerns they may have. All policies are in place and the pre-school have written risk assessments, which are regularly reviewed. Most staff have attended paediatric first-aid training, however, their certificates recently expired. This is a breach to the requirements of the Early Years Foundation Stage and a failure to meet requirements of both parts of the Childcare Register. However, it has minimal impact on children's well-being because staff are aware of how to respond to accidents requiring first-aid treatment through training attended many times in the past. The children take part in regular fire drills and these are recorded in the manager's diary. Recruitment procedures are not thorough; this is because the management team have not updated their skills and knowledge with regard to safer recruitment procedures. Staff at the pre-school have worked at the setting for many years and only lately have the management team employed a new member of staff. They carried out what they believed to be adequate vetting procedures, such as checking identity, and checks have been carried out through the Disclosure and Barring Service. However, the management did not take up suitable references and this does not constitute safe recruitment practice. Nonetheless, a well organised induction procedure is in place with a strong emphasis on safeguarding practice.

The pre-school is suitably led by the management team who are keen to promote continual development and lead the setting forward. All staff have an appropriate understanding of the learning and development requirements. Play is planned around the children's interests, and they provide appropriate challenge for each child. As a result, children make suitable progress in their learning. The management team carry out regular supervisions on staff, as well as formal appraisals with some targets set for staff's individual professional development. All are keen to continue with their professional development and mandatory training, such as first aid, is booked for the coming weeks. In addition, all staff are in the process of updating their safeguarding knowledge and are using an online system to do so. The management team understand the need to monitor the educational programme along with the quality of teaching and learning, and have

systems in place to do this. Both managers work alongside the team on a daily basis, therefore, they have first-hand knowledge of what the staff and children do. Consequently, teaching is satisfactory and children's learning is adequate. The pre-school have taken some steps to improve since the last inspection, ensuring that the actions set have been addressed. For example, all required records are accessible during the inspection. In addition, the management team would like to improve outdoor play for the children, along with securing further training on observation, planning and assessment. Consequently, the management team are sufficiently ambitious about improving the provision.

The pre-school have suitable partnerships with other professionals because the management attend networking meetings where they discuss best practice. They also seek guidance and support from other professionals, for example, speech therapists and the inclusion officer. In addition, they receive ongoing support from the local authority and they implement changes that are suggested to improve their practice. Parental partnerships are good. Key persons spend time with parents at the beginning and end of the session, discussing their child's needs and achievements. This two-way flow of communication ensures that parents are kept informed about their children's daily needs and activities. The pre-school understands the importance of sharing information with other providers and does so effectively by using a two-way diary. Consequently, the pre-school offers a consistent and complementary approach to the children's learning. Parent's comments during the inspection show they are very happy with the care and education offered to their children. They positively comment about the friendly, approachable and caring team. Overall, children are happy, settled and enjoy the time they spend at the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register).

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	205384
Local authority	Worcestershire
Inspection number	871111
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	46
Name of provider	Ladybirds Pre-School Committee
Date of previous inspection	21/06/2011
Telephone number	01905616841

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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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