

Ladybirds

c/o St Bartholomews Community Centre, Leaveslake Drove, WEST PINCHBECK, Spalding, PE11 3QJ

Inspection date

Previous inspection date

01/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Safeguarding and child protection are given high priority and training undertaken by the whole team ensures they all know what to do should there be any concerns regarding children in their care. Practitioners are vigilant about children's welfare and well-being.
- Teaching within the pre-school encourages children's spontaneous play particularly effectively; practitioners follow their interests and capably facilitate activities, provide ongoing narrative for them and encourage their exploration.
- Partnerships with parents are very strong and offer children a high level of care and consistency in their learning and development. Practitioners keep parents well-informed about their children's progress and share plentiful information in support of children's learning at home.
- The new manager has brought about impressive improvements in practice within the pre-school since her appointment. This has improved the quality of teaching and, as a result, children's achievement gaps are narrowing.

It is not yet outstanding because

- The needs of younger children are less well catered for, particularly during large group activities. This affects their ability to concentrate and join in, lessening their otherwise good progress.
- Occasionally, the unwanted behaviour of some children goes unnoticed and, as a result, other children feel less valued and confused.

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 in the pre-school and talked with practitioners.
- The inspector viewed the indoor and outdoor learning environments.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents, by speaking with them.
- The inspector reviewed the provider's self-evaluation form as part of pre-inspection planning.

Inspector

Deborah Hunt

Full report

Information about the setting

Ladybirds Pre-school has been established for over a decade and was registered again in 2014 when they moved premises to the local community centre. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They operate from St. Bartholomew's Community Centre, in West Pinchbeck, near Spalding, Lincolnshire. The premises are accessible to all children and there is a fully enclosed outdoor play area. The pre-school is managed by a committee and serves the local area. They open Monday to Friday, during term time. Sessions are from 9am until 3pm on a Monday, Tuesday, Wednesday and Thursday and from 9am until 1pm on a Friday. Children attend for a variety of sessions. There are currently 32 children on roll. The pre-school provides funded early education for two-, three- and four-year-old children. They support a small number of children with special educational needs and/or disabilities. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, except for one who is working towards a qualification at level 3. They receive 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:

- consider the balance of activities and organisation of the day further, as part of the teaching strategies used, to ensure younger children's learning needs are consistently accommodated
- enhance the management of children's behaviour further to ensure all children learn to behave well, play cooperatively and ensure that adverse behaviour does not go unnoticed.

Inspection judgements

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

Children enjoy their time engaged in stimulating activities, which help them make good progress in their learning, at this well-run pre-school. They enter the pre-school ready to learn, confident in the knowledge that a wide range of interesting, challenging activities await them. Practitioners plan to meet children's specific needs and interests through careful, ongoing observation throughout the day. They pay attention to children's individual, emerging interests and, together with their next steps in learning, these are noted and used to inform planning for the following week. A balance of adult-led and child-initiated play is offered, with time given to allow children to become deeply involved and learn at their own pace. Practitioners closely monitor children's progress, completing comprehensive documentation in support of their continued learning. A computerised

system is also used to assess children's stage of development, ensuring that the next steps in learning set closely meet children's specific needs. Children's progress is assessed termly, and fed back to parents through an informal coffee morning when they can spend time talking to their child's key person. The progress check for children between the ages of two and three years is firmly embedded within practice. Parents provide in-depth information as children begin attending, enabling practitioners to target children's learning from the start. The pre-school build strong links with children and their families through initiatives, such as the pre-school family links book each child has. This allows parents to contribute daily to their child's learning and practitioners also share with them what children have been doing, and work they can do with them at home. Each week the pre-school send home a 'what we are doing this week' sheet in children's book bags so that parents know what their children are doing and can use the time they spend with their children at home doing associated activities.

Practitioners provide children with individualised learning opportunities to ensure that they make the best possible progress from their initial starting points. For example, children with special educational needs and/or disabilities learn through closely targeted next steps in learning, set through effective multi-agency working. Each child has an individual education plan and this is closely monitored, with close parental involvement. All children make noteworthy progress as practitioners interact with them to support their developing understanding. For example, practitioners spend time at children's level, offering them clear explanations and new vocabulary, as they blow dry each other's hair in the role play area outside. They put their hair in rollers and comb each other's hair into new and extravagant styles, learning words, such as 'hairdryer' and 'rollers'. Plentiful activities, such as this, have resulted in children who were not speaking, now being able to use two and three word sentences. This eases communication with their peers and they develop self-confidence as practitioners are always ready with praise and encouragement. Children are busy, active learners who use the indoor and outdoor environments confidently, moving from one activity to another. They are busily engaged indoors, printing vegetable shapes as part of the activities, linked to their story of the week, 'Jack and the beanstalk'. They plant beans which they remove from the pods, making a hole with their fingers in the soil and dropping the bean into the bottom, before covering it over again. When the doors open to the outdoor area, they flood out, eager to explore all that is on offer. They balance, jump, hop and slither over the assault course, climb and slide on the climbing frame and make extended use of the water tray. Children concentrate well as they tip water from a jug into the funnel to fill a bottle. They fill watering cans to water the vegetables they are growing and enjoy mud play as water trickles across the play area, forming a muddy puddle on the edge of the grass. Younger children become engrossed as they run their cars and lorries through the muddy puddle. Children have super fun with the ball pool, as they all pile in and search for balls of different colours as the practitioner encourages them. She furthers their interest as she encourages them to throw a 'yellow ball' and 'pink ball' into the tent opening next to them. Children are excited and involved, enjoying time spent in the fresh air and early sunshine. Later, children systematically empty the pool and turn it over, hiding underneath. Practitioners skilfully follow children's changing interests as they turn this into a 'peek-a-boo' game, saying 'one, two, three, where is he?' before lifting the pool up to reveal the giggling child underneath. Most of the time, younger children's learning needs are accommodated well. However, at storytime, they become bored and inattentive as the story is pitched at an older child's level and,

occasionally, they wander around without anything to do. This lessens the effectiveness of their early development and progress at this particular time.

Children's transitions are managed very effectively as they prepare for moves into and from the pre-school. They enjoy activities, such as the role play classroom where they use a white board and black board, sit at a desk and practise their emergent writing skills, use abacuses and dress up in school uniforms. Good links exist with the schools children move up onto. The pre-school invite teachers in to get to know their new charges. Useful information is exchanged, both verbal and written, in support of their continued progress. This procedure is followed both when they move to school and when they attend, come from, or move onto another early years provision. Through the diverse range of activities offered children develop useful skills and knowledge, which prepare them well for the next stages in their learning, including school.

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

Children are settled, happy and clearly secure in the child-focussed environment the pre-school offers. They develop warm, affectionate relationships with practitioners who interact positively with them, seeking to help them learn and develop through nurturing, sensitive care. Children's key persons are identified before they begin attending and, when parents attend for the initial coffee morning, practitioners spend time getting to know them and their child. This ensures they are aware of any particular needs or circumstances and can check that arrangements are in place before children begin attending. Children clearly feel included, and are content, happy and absorbed in their play. Practitioners collect comprehensive information from parents as children start, which means they are fully aware of any health or dietary needs. Parents are kept well-informed and accident and medication recording is carefully recorded. Risk assessments are thorough and accident records are monitored to ensure that no patterns are forming and that any unidentified risk is picked up. Practitioners remain vigilant throughout the day to ensure that any new hazards are promptly removed. Outings are separately considered to further promote children's safety and well-being.

Children's behaviour throughout the pre-school is mainly good. The majority of practitioners apply consistent boundaries and offer children positive encouragement to help them manage negative feelings. However, at times, some children's unwanted behaviour goes unnoticed and other children are wrongly challenged. This does not help children feel valued or listened to and gives confusing messages about what to do if something adverse happens. Children play sharing games together and older children are caring towards their younger contemporaries. For example, they help a younger child climb aboard a two person trike and pedal them round, offering warnings to 'hold on tight' as they go round the corners. Older children form lasting friendships, which help them when the time comes to move to school, as many go onto the same one. The pre-school is attractively decorated and there are plentiful, good quality resources which children access freely. This facilitates easy exploration and children follow their own interests. Practitioners talk to children throughout the week and add to planning what children would like to do next. For example, when a child talks of their father's role in the forces, activities are planned which help children learn how service personnel keep themselves fit

and link activities to superhero play. Children learn about how to keep themselves safe through routine activities and visits for example, from a local policeman who talks to them about road safety. Activities, such as these demonstrate how effectively the pre-school promote children's independence, arming them with skills which will stay with them throughout their lives and support their future learning.

Children learn about healthy eating as they discuss the benefit to their bodies of eating fresh fruit and vegetables and learn about what makes food unhealthy or healthy. They grow their own herbs and vegetables and eat them as part of the varied, nutritious snack selection they enjoy daily. Cookery activities offer practitioners opportunities to talk to children about portion size and the benefits of eating locally produced, seasonal produce. Practitioners discuss any specific dietary needs with parents to ensure they meet children's individual needs. Children benefit from plentiful, daily exercise and time spent in the fresh air. They are offered risk and challenge as they use the slide, assault course and climbing frame in the outdoor area. Each year, they enjoy a week long 'Ladybird's Olympics' when they take part in a variety of physical, sports related activities. They enjoy learning about how to care for their teeth in the role play dental clinic and each receive a toothbrush. This promotes their physical health and development and they learn effectively about how to lead a healthy lifestyle.

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

The pre-school manager places extremely high priority on the team's understanding of safeguarding practice. Both the manager and deputy manager are trained to level 2 and all other practitioners to level 1 in safeguarding practice. Safeguarding forms a standing item on team meeting and supervision agendas. A comprehensive policy and procedure further support practice. These measures contribute to ensuring that all practitioners are aware of their role and responsibility to protect and promote the welfare of all children in their care. They ensure that children play and learn in an environment that is safe, welcoming and hygienic. Risk assessments are completed daily and practitioners clean the premises thoroughly at the end of each day and throughout the day. Security of the premises has been assured as the pre-school has taken rigorous steps to ensure children's safety while with them. For example, a safety fence has been erected around the perimeter of the outside area to ensure no one can enter unnoticed when the pre-school is in operation. The manager and committee have a comprehensive, wide-ranging suite of policies and supporting documentation in place to meet all necessary legal requirements. All records and other documentation are neatly and securely organised. Recruitment procedures are managed effectively and safer recruitment training has been undertaken to support the process. Applicants are subject to a formal and practical interview to ensure their suitability and to see how well they work with children and the existing team. All practitioners are subject to vetting procedures and a self-declaration health check is carried out. The manager carries out a regular and well embedded system of annual appraisals, supervision meetings and team meetings. The committee conduct these for the manager. Practitioners report feeling well-supported and value the access they have to training. This supports their continuous professional development as each practitioner is expected to complete a minimum of four training courses each year.

Self-evaluation is seen by the manager as a valuable improvement tool and is discussed at team meetings to monitor practice and decide on priorities for improvement. Monitoring of practitioners is also carried out regularly by the manager through observation of their practice; the results are discussed in supervision meetings. The manager is highly focussed and prioritises training as a route to raising the quality of the service offered by the pre-school. She also uses online research, reading and she and the deputy attend professional forum meetings. This ensures they are able to further improve the quality of teaching and help promote children's learning and development. This demonstrates her commitment to offering children and their families a very high quality service. The team and manager effectively implement new knowledge gained to provide children with a continually improving pre-school experience. As a result, the progress children make is good and is consistently at the forefront of the pre-school team's consideration. The manager has worked very hard since her appointment and has brought about extensive changes in the overall effectiveness of the pre-school. Practice has improved considerably, benefiting children in her care and helping to narrow the achievement gap.

The manager and her team have strong links with the adjacent school as they used to operate from within it and some practitioners work there as well as at the pre-school. This helps develop strong, effective links with them, offering children in the pre-school's care a consistent approach. For example, the manager and deputy discuss with the reception teacher how they can support children's emergent writing and numeracy skills and ways to help make their move to school easier. Parents say that their children 'go in squealing' and that they 'cannot fault' practitioners who are 'brilliant' and 'amazing'. They say that practitioners are 'friendly and welcoming' and that they keep them very well-informed about their child's progress in the time they spend with them. Practitioners work hard to follow parents' wishes and work with the whole family with regard to their children's care, in recognition of the benefit to children of doing so.

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	EY473068
Local authority	Lincolnshire
Inspection number	950018
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	32
Name of provider	Ladybirds Pre-School Playgroup Committee
Date of previous inspection	not applicable
Telephone number	07944289030

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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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