

Ladybirds Preschool

Keelby CP School, Manor Street, Keelby, Grimsby, South Humberside, DN41 8EF

Inspection date

07/07/2014

Previous inspection date

12/09/2013

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 enjoy the time they spend at the pre-school. They make good progress in their learning and development because staff are good teachers, who provide a wide range of play activities for children to enjoy.
- Children are safeguarded because staff's suitability is thoroughly checked when they are recruited and on an ongoing basis.
- Children's well-being is fostered. Their personal care needs are met to a good standard and staff are very aware of each child's individual needs with regard to their care routines.
- The manager, staff team and committee work closely together and make a strong team. They are focused on making continuous improvements to the pre-school for the benefit of the children.

It is not yet outstanding because

- There is scope to allow children even more opportunities to be independent through routine activities, such as snack time.
- There is capacity to enhance the partnerships with parents and carers further by involving them more consistently in the assessment of their children's progress.

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 main playroom and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, a committee member and a representative from the local authority.
- The inspector looked at a range of documents and records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children and staff throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

Ladybirds Preschool was registered again in 2006 on the Early Years Register due to a change of premises but it has been established for over 20 years. It is a registered charity, which is committee run. It operates from a mobile classroom in the grounds of Keelby Primary School in the village of Keelby, Lincolnshire. The pre-school serves the local area and is accessible to all children. The pre-school opens Monday to Friday, term time only from 8am until 5.30pm, except for bank holidays. Children attend for a variety of sessions. Children are cared for in one main room and there is an enclosed area available for outdoor play. The pre-school also has access to the school playing field and playground. Staff regularly take children out and about in the local area to the library and park. There are currently 52 children on roll, 48 of whom are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language. There are currently six members of staff working directly with children, all of whom have appropriate early years qualifications at level 2 and 3. One member of staff has an early years qualification at level 4. The pre-school receives support from the local authority. It is affiliated to the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- maximise the opportunities for children to develop their independence skills even further on a consistent basis, through routine activities, such as snack time
- enhance partnerships with parents and carers further by involving them more in the assessment of their children's progress to support their understanding of child development and how young children learn, so parents can complement learning at home.

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 and development because staff are good teachers, who plan and provide a wide range of activities and learning experiences for them. Staff base the activities on the children's interests and development needs. This ensures that children receive an educational programme, which meets their individual requirements. Staff observe and assess children's progress and use these observations and assessments to plan for the next steps in children's learning and development. All children are equally valued and those, who only attend for a very brief time are given the same consideration, so staff can support their learning to the best of their ability. Staff use

effective teaching methods to support children's learning. For example, staff ask children many open-ended questions, which makes them think. This develops children's problem solving skills. Children tell staff that they know their left and right and staff praise this but then ask them how they know. This extends children's thinking and learning well. Staff are skilled at knowing when to engage with children's play and when to observe and allow the play to evolve naturally.

Children's early literacy skills in reading are supported well because they have many opportunities to read books on their own and with staff. They do this both inside and outside as staff aim to bring the inside out and give children opportunities in all areas of learning in both environments. Children also have regular opportunities to make marks and this supports their early writing skills. Children, who want to write their own name, are encouraged and supported to do so. The environment is rich in print, which provides children with opportunities to see and recognise familiar words and signs. This was a recommendation at the last inspection, which the staff have fully taken on board. Children are explorers and confidently access the resources and activities on offer. Their creative development in expressive arts and design is fostered through investigatory play in sand and water and with paints. Mathematical development is promoted throughout the session as children are encouraged to count and discuss shapes and quantities. Children's communication and language are supported well as staff create an environment where children feel confident to talk and express their views. Staff are patient listeners, who give children the time to talk and listen.

Staff work in partnership with parents and carers regarding their children's education. Daily exchanges of information combined with newsletters and displays keep parents updated. Parents praise the pre-school staff, saying they are very approachable and helpful. Parents comment that they feel their children are making good progress in their learning and development because of the wide range of activities on offer. Although, parents are included, there is scope to enhance this further, particularly in relation to the sharing of information around the assessment of children's progress. Children, who speak English as an additional language, are supported well to develop their communication and language skills in English. All children are supported well academically for when they start school as staff provide a broad curriculum, which encompasses the prime and specific areas of learning effectively.

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

Children's well-being is given high priority. Close bonds are formed between staff and children and this ensures that they feel secure at pre-school. Children enter eagerly in the morning and separate from their parents and carers with ease. Staff are very aware of children's individual needs and those, who need a cuddle and some reassurance, are given it readily. Staff are kind and caring towards children and this contributes to the harmonious and friendly environment. Children copy staff as they are also kind and caring towards their friends. They behave very well and are polite to each other, staff and visitors. Any minor disagreements are swiftly resolved because staff encourage children to talk things through and take turns with popular toys. Children are very confident at pre-school. Their achievements and behaviour are praised by staff and this boosts children's

self-esteem. Children have a sense of belonging in the pre-school as they are included in decision making and see their creations proudly displayed on the walls. Children's personal, social and emotional development is very well fostered and this helps prepare them emotionally for when they start school.

Children have daily opportunities for fresh air and exercise in the outside area, which they access freely. Their physical development is supported well as they climb the ladders and zoom down the slide. Children ride bicycles around the track and enjoy racing each other and staff, moving their bodies and developing their muscles. They enjoy throwing balls high in the air and catching them, which is fun and develops their coordination skills. One member of staff is particularly good at engaging with children's physical play and they respond very well to her and enjoy the challenges she provides them. Children learn how to keep themselves safe in the sun. Staff ask children what they need to do before they go outside and they confidently inform them that they need to apply their sun cream and wear their sun hats. Children are learning to take responsibility for their own health and safety. They bring packed lunches to pre-school and staff work closely with parents to encourage healthy options. Children confidently explain that they eat their healthy sandwiches first before their treat items. This demonstrates that they are learning about the importance of a healthy, balanced diet. At snack time, children enjoy various fruits to eat and water or milk to drink. Some children have the opportunity to pour their own drink, however, there is scope for all children to have more opportunities to further develop their independence skills through routine activities, such as snack time.

Children learn about personal hygiene and their self-care skills are developing well. They independently access the toilet and know to wash their hands afterwards to protect themselves and others from germs. Children take pride in being clean and keeping their environment clean and when they splash soap and water on the mirrors, they wipe it off carefully. Most children use the toilet confidently and those, who need support, are given it. Nappies are changed hygienically and with privacy in mind. Staff keep a record of all nappy changes and share this information with parents. They also keep a log of any toileting accidents that occur and have an ample supply of spare underwear and clothing to ensure children are kept clean and dry. Staff work closely in partnership with parents and carers regarding children's care routines. For example, children, who are toilet training, are supported individually and parents' wishes respected. This ensures consistency and helps children through this crucial phase of development.

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

Leadership and management are good. The manager, staff and committee work together closely and form a strong team. The manager understands her roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. Children are safeguarded because staff are aware of the signs and symptoms of abuse and neglect and know what to do if they are worried about a child in their care. All staff have received safeguarding training and this supports their ability to protect children. A good range of policies and procedures are in place and used effectively to underpin practice. All staff have been vetted to ensure they are suitable to work with children. Robust recruitment procedures

ensures references are taken up and Disclosure and Barring Service checks are conducted for all staff. Staff's medical suitability is closely monitored to ensure they continue to be suitable people to work with children. All committee members have been vetted by Ofsted and the manager and committee have a good understanding of the requirements to inform Ofsted of any changes to the committee. This ensures all adults involved in the provision of childcare are suitable to do so. Children are safe at pre-school because staff conduct daily safety checks as part of their risk assessment. This ensures that the environment is hazard free. Staff are vigilant in their supervision of children and this protects them further.

The manager monitors the quality of teaching and children's progress effectively. She is able to identify areas for improvement and offer support or training to staff where required. An online system of tracking and monitoring of children's progress ensures that all children make good progress towards the early learning goals because the manager identifies any gaps in areas of learning. All staff are qualified and encouraged to further their qualifications. Continuous professional development is given high priority and staff access regular training, appropriate to their development needs. The manager and deputy conduct regular supervision and appraisal meetings with staff to ensure that they are supported and to identify any training needs. The qualifications staff hold and their regular attendance at training are having a positive impact because the quality of teaching is good.

The manager, committee and staff team are good at reflecting on their practice and identifying areas for improvement. The current enhancements to the outdoor area are in the final stages of development and children are very excited about using the new space and structure. This was identified as something that would enhance children's learning experiences at pre-school and significant investment has gone into the project. Partnerships with parents and carers are good. All parents are actively encouraged to get involved in the pre-school through becoming members of the management committee. The manager and staff work closely with the local authority and value their advisor's support and advice. The staff team are enthusiastic and dedicated childcare professionals, who work hard in everything they do with the children and families they serve in the forefront of their minds at all times.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY317986
Local authority	Lincolnshire
Inspection number	980693
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	52
Name of provider	Ladybirds Preschool Committee
Date of previous inspection	12/09/2013
Telephone number	01469561100

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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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