

Ladybird Pre-School

St Laurence Church Hall, 142 Old Church Road, Coventry, West Midlands, CV6 7ED



Inspection date

26 January 2015

Previous inspection date

19 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Well-qualified and knowledgeable staff provide a very broad range of interesting activities and rich experiences, both indoors and outside, which support children to make good progress across the seven areas of learning.
- Children are confident, keen to take part in activities and thoroughly enjoy being at the pre-school. They are effectively supported by attentive and encouraging staff, who ensure that children settle and behave very well.
- Staff very successfully promote children's development of independence, cooperation and self-care skills.
- Children are kept safe as staff ensure that their surroundings are secure and potential risks are minimised. Staff are confident in their knowledge of the safeguarding procedures to follow should they have any concerns about a child's well-being.
- There are strong partnerships with parents and other professionals who are involved in the care and learning of the children. This ensures that children receive relevant support and successfully promotes a consistent approach to children's learning and development.

It is not yet outstanding because:

- Children do not yet make outstanding progress because teaching is not exceptionally sharply focused on targeted areas for improvement in their learning.

What the setting needs to do to improve further

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

- refine the systems for analysing children's progress and use the information to target teaching extremely precisely, so that all children make very good, rapid progress.

Inspection activities

- The inspector had a tour of the pre-school with the manager and observed teaching and learning activities indoors and in the outdoor play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability and qualifications of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Victoria Mulholland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a very good understanding of how children learn through play and exploration. They provide plenty of opportunities for children to investigate, make choices about how they use resources and take the lead in their learning. For example, children decide to look for worms outside. They enthusiastically use trowels and forks to dig in the soil and are keen to show others what they have found, be it a stone or a worm. Staff sensitively give children time to think and become absorbed in what they are doing. They interact well with children to support their communication and language skills. As a result, children become articulate and confident communicators. Staff identify what children need to learn next. They skilfully plan and tailor activities to meet children's individual needs and interests. However, in order for children to make exceptional progress, there is scope to make further use of tracking information to focus very sharply on areas for precisely-targeted teaching, so that children's development is rapid. Nevertheless, the quality of teaching is good and there is a very good balance between adult-led and child-initiated activities. Early literacy and mathematical skills are promoted very well as children join in with stories and songs, make marks, learn to form letters and numerals, count, explore patterns and talk about size. This helps to ensure that children acquire the skills that they will need in readiness for school.

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

Staff and parents effectively work together to support children's well-being. Staff consistently promote children's personal and social skills, for example, as they teach children about sharing and taking turns. Staff encourage children to voice their own wishes and opinions, and teach them positive ways to solve disputes independently. As a result, children develop self-assurance and build friendly relationships with each other and adults. This means they are emotionally well prepared for the move on to school at the end of their time in the pre-school. Children enjoy spending time in smaller key groups with their key persons, for example, during snack times. Children's good health is promoted very well through regular access to fresh air and outdoor play, and through provision of healthy snacks, milk and fresh water.

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

The highly-committed managers and staff fully understand and implement the requirements of the Early Years Foundation Stage. Effective arrangements for the regular supervision and monitoring of staff's performance promote high standards in practice. Managers place value on providing opportunities for staff's continued professional development, and ongoing research. Managers robustly evaluate the provision and take the views of parents and other professionals into account when identifying strengths and priorities for further improvement. Parents are invited to workshops, on themes such as early writing and positive behaviour, to promote the sharing of information. Strong emphasis is given to providing all-round support for children and their families.

Setting details

Unique reference number	511527
Local authority	Coventry
Inspection number	869430
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	51
Name of provider	Ladybird Pre-School Committee
Date of previous inspection	19 October 2009
Telephone number	07712266178

Ladybird Pre-School was registered in 2000. It is managed by a committee. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications, including one with Early Years Professional status, one with Early Years Teacher status and four with qualifications at level 3. The pre-school opens from Monday to Friday during term times. Sessions are from 8.45am to 11.45am five mornings a week, and 12.15pm to 3.15pm on Monday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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