

Ladybirds Pre-School

Walpole Cross Keys C.P. School, Sutton Road, Walpole Cross Keys, King's Lynn,
Norfolk, PE34 4HD



Inspection date	5 February 2015
Previous inspection date	24 November 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children form exceptionally close, beneficial relationships with adults in the setting. This enables children to develop as confident learners who feel valued, included and experience a real sense of belonging.
- Children are offered imaginative ways to develop their language and communication skills as they discuss the snow together in the white, sparkly cave, reading books about the winter weather and learning about the texture of snow.
- The learning environment is used superbly to harness and capture children's interest and fuel their imagination, as they learn about different countries and festivals happening around the world and see themselves represented in photographs of recent activities.
- Superb partnerships exist between children's parents and adults at the setting. All children's needs are very well met and parents engage readily in their learning through highly successful links.
- The cohesive, experienced and stable team know children extremely well and offer them a cosy, relaxed and stimulating learning environment with a wealth of stimulating activities.
- The committee, manager and her team are dedicated to ensuring the continuous improvement of the educational programmes offered. All adults strive to offer children excellence in the service they offer children and their families.

What the setting needs to do to improve further

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

- enhance the already excellent support for the youngest children attending by continuing to add to sensory resourcing and messy play opportunities.

Inspection activities

- The inspector observed activities in the setting and spoke with practitioners.
- The inspector viewed the setting's 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 the safeguarding procedures.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Deborah Hunt

Inspection findings

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

Adults offer children high quality teaching through individually tailored educational programmes and a wonderful variety of activities. Their in-depth knowledge of how each child prefers to learn ensures that children make excellent progress. Adults suit their responses to the differing needs of older, more capable and younger children attending. Children's learning is maximised and they make excellent progress through adult's use of precise assessments. Children immerse themselves in enhanced activities creating woolly sheep and egg-box dragons. They taste noodles and spring rolls and listen to stories about the Chinese Year of the Ram. Exceptional use of real-life props further enriches children's play as they use chopsticks, Chinese cookery utensils and food packaging. Children harness an exceptional range of skills to support their future learning and eventual move to school. They play and explore, develop curiosity, solve problems and question themselves, each other and adults to extend their learning. Excellent partnerships with parents and other professionals ensure that children's specific needs are pinpointed.

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

The comprehensive awareness adults have of every child attending means their individual care needs are assured. New children settle quickly in this cosy, rural setting through relaxed introductory visits. Detailed daily discussions between parents and adults ensure children receive swift, timely support. The increasing numbers of younger children attending means some further minor additions to sensory play resources to further enhance their differing needs. Children are motivated, confident learners. Their growing independence develops well as adults encourage their self-chosen play and ability to do things for themselves. Children feel valued and respected as their voice is seen in commentary and their work displayed in the setting. Children behave exceptionally well. They learn to manage their feelings through the emotions board they discuss daily with adults. This helps children consider others, preparing them well for their future lives and school. Adults safeguard children superbly through diligent observation, rigorous procedures and training.

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

This established, highly skilled and well-qualified team are superbly supported by the keen committee. This ensures the efficient running of the setting and a shared vision of how to drive improvement and respond to the changing needs of children and their families. Strong recruitment, thorough induction, regular, in-depth supervision and monitoring of practice results in the high quality teaching children receive. Rigorous, ongoing training ensures required knowledge is up to date and individual professional development is valued. The highly complementary way of working means that best use is made of each adult's specific skill set and interests. Regular, wide-ranging evaluation of the provision considering children, parents' and adults' views, ensures that children receive a unique and highly beneficial early years experience.

Setting details

Unique reference number	254146
Local authority	Norfolk
Inspection number	866838
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	13
Name of provider	Ladybirds Pre-School Committee
Date of previous inspection	24 November 2010
Telephone number	07952 397 830 + 01553 774 144 after 1pm

Ladybirds Pre-School was registered in 1996. The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 2 and above, including the manager with Early Years Professional status. The setting opens from Monday to Thursday during school term times only. Sessions are on Monday and Thursday from 9.15am to 1pm and on Tuesday and Wednesday from 9.15am to 2.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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