

Ladybirds Pre-School

Roebutts Close, Newbury, Berkshire, RG14 7AP



Inspection date

30 June 2015

Previous inspection date

24 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are happy and confident. They are well supported in making friendships and enjoy using the good-quality resources available. This all helps to promote their learning.
- Children's self-confidence is well promoted through staff's effective use of praise. This in turn maintains good behaviour.
- Children's safety is well promoted throughout the pre-school through staff knowledge, regular checks of the environment and consistent discussions between staff and children on how to keep themselves safe. This safeguards children and helps them learn the consequences to their actions.
- The manager and committee work well together and have recently updated all the documentation to ensure they comply with the requirements of the Early Years Foundation Stage. This demonstrates a strong commitment to reflecting on their practice and driving improvement.
- Parents speak very highly of the staff's commitment, skills and abilities to advance their children's development. They feel very involved in the pre-school and have developed strong relationships with staff, which helps to promote continuity of care.

It is not yet outstanding because:

- At times during group activities, some staff do not fully encourage older children to solve problems, or consistently reinforce with them the need to allow their friends to contribute to the conversations as well.
- Although staff provide some print for younger children to use, they have not fully considered their abilities, or how to help them find and recognise their names to increase their understanding that print carries meaning.

What the setting needs to do to improve further

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

- promote further younger children's opportunities within the environments to extend their interest in words and help them to understand that print carries meaning
- review the organisation of group activities to ensure all staff consistently encourage children's problem-solving skills, and allow them all to contribute to the conversation to enhance their engagement in the activity and learning.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and the outdoor play area.
- The inspector looked at children's records, planning documentation and children's learning journals, and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at documentation, including policies related to safeguarding matters, risk assessments and daily attendance registers.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tracy Bartholomew

Inspection findings

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

The quality of teaching is good. Children benefit from the good planning in place, which allows them to play and explore a range of interesting activities. For example, children have fun exploring with coloured rice, singing songs and listening to the stories that staff recite while the children are completing puzzles. During activities, staff generally talk purposefully to the children to enhance their imaginations and speech. However, not all staff promote children's exploration and problem-solving skills consistently. For example, some staff give children too many directions as they tell children to add more flour to the dough to prevent its stickiness, rather than asking them what they think they should do. Children enjoy playing outside and relish climbing on the apparatus, throwing balls and feeding the gosling that was brought in to see the children. This promotes their understanding of the world and physical development well. Overall, children learn good skills that they will need for their future learning and eventual move on to school.

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

The key-person system is well embedded. Staff help children to feel secure and to build good friendships with them and each other. Children enjoy playing team games together and staff use times such as these to build their understanding of safety. For example, reminding children to keep their legs and hands in so they do not trip their friends up when running. Children play in a stimulating environment that meets their needs well. However, staff have not fully considered how younger children are to know that the printed text used at snack time shows their name. For example, younger children are unable to recognise letters and there is nothing else for them to recognise on the card to show it is their name. Children's awareness of healthy lifestyles is encouraged well. Staff promote good hygiene routines, provide fresh fruit and drinks to keep children hydrated.

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

Good methods are in place to safeguard children. There are robust recruitment and vetting procedures and staff have a strong understanding of the referral procedures for child protection. Staff are well supported and regularly receive training, such as behaviour management in toddlers and completing observations and assessments, to extend their knowledge and skills. New methods have been introduced to mentor and appraise staff, although these are still developing. The manager is aware that the teaching of some of the staff, especially in group times, is not as consistently good as others. Parents receive a good range of information and feel included in their children's learning. Strong partnerships with other professionals support children's progress. This successfully promotes a consistent approach to meeting children's individual needs.

Setting details

Unique reference number	511118
Local authority	West Berkshire (Newbury)
Inspection number	826251
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	76
Name of provider	Lady Birds Pre-School Committee
Date of previous inspection	24 September 2009
Telephone number	01635 551664

Ladybirds Pre-school registered in 1989. The pre-school is open each weekday from 9am to 3pm, term time only. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 15 members of staff working with the children on a part-time basis, including supply staff. Of these, seven staff hold relevant qualifications. One member of staff has Qualified Teacher Status, five have qualifications at level 3, and one has a qualification at level 2. The pre-school supports children with special educational needs and/or disabilities.

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