

Ladybird Pre School Playgroup

Russell Lower School, Queens Road, Ampthill, Bedford, Bedfordshire, MK45 2TD



Inspection date

Previous inspection date

25 June 2015

10 November 2011

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

- Staff use a variety of good and sometimes outstanding teaching methods. They answer children's questions clearly and introduce new words and concepts through imaginative and exciting activities.
- Staff work very closely with parents. They regularly give them ideas to help children learn even more at home. This is done by setting small tasks or games relating to the weekly topic covered in the role-play area.
- Children learn how to keep themselves safe as they join in well-planned activities that staff introduce in dedicated Forest school sessions. Children learn about the natural world as they use hand tools with wood, plant flowers and vegetables and study the wildlife.
- Managers are motivated and strive to provide high-quality childcare and education. Practitioners are well qualified and access a variety of opportunities to enhance their already good knowledge and understanding of how children learn. Consequently, they continue to extend children's learning.
- Staff accurately assess children's progress. Children's individual next steps in learning are clearly recorded so that all staff can incorporate them into spontaneous and planned activities. As a result, children quickly move to the next stage in their development.

It is not yet outstanding because:

- Staff do not always make the most of all opportunities to encourage children to develop their skills in critical thinking to the maximum.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically during activities and discussions, for example, by posing more challenging questions and allowing children to choose items to complete a task or solve a problem.

Inspection activities

- The inspector observed activities both in the inside and outside areas of the pre-school and spoke to staff and children at appropriate times during the inspection.
- The inspector met with managers at appropriate times.
- The inspector looked at the evidence of the suitability of staff working with children and a range of other documentation including safeguarding procedures.
- The inspector looked at children's assessment records, planning documentation and attendance registers.
- The inspector carried out a joint observation with the manager.
- The inspector took into consideration the views of parents spoken to on the day.

Inspector

Katrina Rodden

Inspection findings

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

Staff effectively plan interesting and exciting activities to help children learn and develop. For example, children experiment by creating patterns with paint that they rotate in containers. Children discover what happens to colours and shapes while strengthening their hand and arm muscles as they quickly turn the handle. Children freely move around the building and outside area selecting toys and resources from low-level storage units. This helps them to independently learn at their own pace as they return to favourite activities. Staff confidently teach children through both adult and child-initiated activities. However, they do not always take every opportunity to encourage children to think critically and solve problems as they play. For example, children are not prompted to consider the use of a larger bucket during water play or explore the properties of the paint in the salad shaker in more depth. Children spend dedicated times in age-appropriate groups. Children preparing to move to school have even more opportunities to recognise numbers and letters and take turns as they share matching and counting games. As a result, children are ready for the next stage in their learning. Staff ensure that children who speak English as an additional language are appropriately supported in their learning. For example, they find out key words from parents to use to help children in pre-school.

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

Staff use an effective key-person system, which includes home visits to new children and their parents. This helps children to quickly build a trusting relationship with staff, helping them to feel happy and secure. In turn, children swiftly gain in confidence and develop the skills to effectively learn. Staff encourage children and parents to share special events and achievements from home. Parents write these on printed sheets, which are displayed on a large tree for everyone to see. As a result, children are motivated to behave well and to try hard both at home and in the pre-school. Staff encourage parents to provide a range of nutritious items for children to eat at lunchtime. Staff carefully plan snacks to give children a range of foods. This helps children understand what is good for them.

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

Managers regularly meet with staff to ensure that policies are consistently followed, to reflect on teaching methods and to address any issues or concerns. The management committee follow robust recruitment procedures to ensure that all staff working with children are suitable to do so. Managers constantly review how to keep children safe and adapt the procedures and environment accordingly. For example, privacy fencing has been installed around the garden. Managers use effective monitoring systems to ensure that gaps in children's progress are quickly identified and addressed so that children continue to make good progress. Managers have established strong links with other providers, local schools and external agencies to share information and exchange ideas and gain feedback. This helps managers evaluate the provision. Consequently, a high-quality service is maintained for children and parents.

Setting details

Unique reference number	EY313058
Local authority	Central Bedfordshire
Inspection number	862115
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	91
Name of provider	Ladybird Playgroup Committee
Date of previous inspection	10 November 2011
Telephone number	01525 406703

Ladybirds Pre School Playgroup registered in 2005 at its present premises. It is open each weekday from 8.50am until 11.50am and 12.20pm until 3.20pm during term time. The pre-school also runs a lunch club from 11.50am until 12.20pm. In addition, the pre-school also runs a holiday club three times a year. The pre-school supports children who speak English as an additional language. There are ten members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. Two members of staff also have Early Years Professional status.

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