

# Ladybirds Pre-School Playgroup

Lyppard Grange Community Centre, Ankerage Green, Worcester, Worcestershire,  
WR4 0DZ



## Inspection date

4 February 2015

Previous inspection date

20 June 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Procedures for monitoring staff are not fully effective in identifying weaknesses in teaching. Staff do not always receive the training and support they need to improve their practice to ensure all children are challenged in their learning.
- Poor overall management and record keeping mean that the setting has breached several statutory requirements.
- The quality of teaching is not consistently good enough to enable all children to make the progress they are capable of in their learning and development.
- The setting has not fully evaluated the provision accurately. As a result, some areas for improvement are overlooked.

### It has the following strengths

- Partnerships with parents are strong. Parents are encouraged to be involved in their children's learning and development within the setting and at home. Parents speak highly of the staff and of the progress their children make.
- Staff have a suitable understanding of how to keep children in their care safe. High staff to child ratios mean that children are well supervised at all times.
- Observation, assessment and planning systems have been improved since the previous inspection. Staff now have a clear understanding of children's progress and what they need to do next to support children's learning.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that all practitioners involved in the preparation and handling of food receive training in food hygiene
- ensure all records are easily accessible and available for inspection, particularly to confirm the suitability of staff to care for children
- improve the quality of teaching by providing a good range of high-quality resources and activities that ignite children's interest and challenge them to ensure all make good progress in their learning and development
- improve the arrangements to support the continuous development of staff to improve their practice and to ensure all children are challenged in their learning.

### **Inspection activities**

- The inspector carried out a joint observation with the manager.
- The inspector observed activities.
- The inspector checked the evidence of suitability and qualifications of the staff, the pre-school's self-evaluation form, its improvement plan, risk assessments and policies and procedures.
- The inspector spoke with the manager, deputy, staff, parents and children at appropriate times throughout the day.
- The inspector looked at children's assessment records and planning documentation, and staff records.
- The inspector took into account the views of parents spoken to on the day.

### **Inspector**

Joy Law, Her Majesty's Inspector

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Teaching does not consistently meet children's needs well enough. The same activities and equipment are set out all day, limiting children's choices. Activities are not always age appropriate and do not provide sufficient challenge for some children, particularly the most able. For example, ready-mixed paint does not give children the opportunity to explore what happens when they mix paint together. The setting obtains detailed information about what children know, understand and can do prior to starting at the setting. Staff routinely carry out observations of children's learning and use the information to plan children's learning. Tracking shows that some children make good progress, particularly those with communication and language delay. Good deployment of staff means that they are available to support children's learning, particularly the children in their key groups.

### **The contribution of the early years provision to the well-being of children requires improvement**

The environment is warm, welcoming and safe. Staff are kind and caring. Children separate from parents well, move freely around the environment and develop independence as they make choices in their play. Children develop secure relationships with their key worker. Children play well together, take turns and share. Children who speak English as an additional language or have additional needs are supported well and make good progress in their learning. Transition arrangements effectively support children moving on to other settings; children settle well as a result. Children learn appropriate hygiene practices through the daily routine. They are developing a satisfactory understanding of the importance of healthy eating and regular exercise.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Managers have a satisfactory understanding of the requirements of the Early Years Foundation Stage. However, documents to confirm staff suitability, such as the manager's Disclosure and Barring check was not available for inspection. The manager has taken immediate action to rectify this shortcoming. Revised recruitment procedures including training for the manager, first-aid training and deployment of staff mean that children's safety and well-being have improved. Staff are committed to ensuring the safety and well-being of children in their care and have a secure understanding of their responsibilities to safeguard children. Managers have failed to recognise that all staff involved in preparing and handling food must receive training in food hygiene, and only one member of staff is trained. Leaders take account of the views of staff, children and parents when evaluating the settings strengths and areas to improve. However, the manager does not have a clear understanding of what the setting needs to do to improve. Consequently, some areas of weakness are not identified and acted on. Leaders' actions to evaluate and improve the quality of teaching are not rigorous enough to bring about the necessary improvements sufficiently quickly. This slows children's learning and development. The staff team work well together with parents and other agencies to support children with additional needs.

## Setting details

<b>Unique reference number</b>	205384
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1004726
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Ladybirds Pre-School Committee
<b>Date of previous inspection</b>	20 June 2014
<b>Telephone number</b>	01905616841

Ladybirds Pre-School Playgroup was registered in 1993. It is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school is committee run and operates from a community centre in the Warndon Villages area on the outskirts of Worcester City. Children share access to an enclosed outdoor play area. The pre-school employs 12 members of childcare staff. Of these, six hold appropriate qualifications at level 3, with one member of staff having a level 6 qualification. The pre-school opens Monday to Friday during school term times. Sessions are from 9.30am until 2.40pm. They provide funded early education for two-, three-, and four-year-old children.

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