

# Ladybird Play and Toddler Group



The Salvation Army Hall, Impington Lane, CAMBRIDGE, CB24 9LT

## Inspection date

21 July 2015

Previous inspection date

8 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Since the last inspection the manager and staff have accessed training with the local authority. As a result, significant improvements can be seen in the progress children now make. Staff plan effectively to ensure each child is appropriately challenged in purposeful learning and any gaps are narrowed or closed. As a result, behaviour has also improved as children concentrate and have fun.
- Staff capably support children with special educational needs and/or disabilities. They work closely with parents and other agencies. In addition, they effectively help children who speak English as an additional language. For example, staff use pictorial signs, dual-language books and simple sign language, helping children to feel understood and included.
- Children's safety is paramount. Ongoing monitoring takes place to ensure the setting is safe and secure. Daily records, such as children's hours of attendance, are monitored for variances, enabling staff to safely account for each child. They are supported to take appropriate risks as they play, enabling them to learn about personal safety.

### It is not yet outstanding because:

- Staff do not always make best use of information from other settings regarding children's achievements to enrich individual planning for all children.
- Staff do not always seek more precise information from parents or carers when children start. Assessments on entry lack detail relating to what and how children learn.

## What the setting needs to do to improve further

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

- strengthen the exchange of information with other settings that children attend, sharing children's achievements consistently to build accurately on what each child knows and can do
- seek more precise information from parents about their children's learning and development on entry to inform even more accurate initial assessments and planning from the start.

### Inspection activities

- The inspector observed general play and the snack time routines in the setting.
- The inspector talked with the manager, staff, committee members, parents and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability checks for all members of the committee and staff, and a range of other documentation. Main qualification, first-aid and safeguarding training certificates were also viewed.
- The inspector held discussions with some of the children's individual key persons and the manager and deputy manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the current self-evaluation documents used by the manager, committee and staff.

### Inspector

Lynn Clements

## Inspection findings

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

Staff make regular checks of children's progress and use the information to plan challenging experiences. Resources have been extended, for example, children access timers to provide them with a visual reminder for sharing. As a result, they take turns fairly and clearly learn about acceptable behaviour. Children concentrate for prolonged periods of time, playing with sand and water. They develop their understanding about capacity and volume as they fill and empty various sized containers. Children learn about the natural world while exploring ice and they discover what happens as it gets warmer and begins to melt. Children use their communication skills with growing confidence. They explore letters and sounds when selecting books or sharing stories. Children copy staff using mathematical language during everyday activities. For example, when cutting fruit for their snack they talk about how many pieces they have. While playing in dens, they design they use positional language, such as being under the table or inside the den.

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

Children extend their independence skills and the vast majority of them deal competently with their personal hygiene needs. They capably pour a drink when they are thirsty and prepare their own snacks. Children become emotionally secure because staff reassure them and have high expectations of what they can do. While cutting up fruit, children talk about how it grows and where it comes from. Staff encourage them to think about foods which are good for their health and help them to understand about those they should not eat too much of. Children demonstrate care and consideration for each other. For example, when a younger child needs a tissue another child confidently reaches for one, handing it over and gently telling them to clean their nose. Children exercise and develop skills while exploring a range of play equipment. As a result, their physical development is effectively supported.

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

The manager carries out regular supervision of staff. Training is accessed to support continuing professional development. Partnerships with other agencies are nurtured well enabling staff to access additional support, to meet children's individual needs, where necessary. However, the exchange of information between other settings some children attend is inconsistent. Staff do not always have a complete picture of all that the child can do in order to enhance continuity of children's care and learning. Parents report that staff are approachable and their children make very good progress. Information is shared well with staff about children's ongoing achievements at home. However, initial planning is not as sharp as possible. Staff do not always ask parents for more precise information about what their children can do and how their children explore, discover and learn. The manager and staff talk with parents and children about the development of the setting. This is confirmed by their well-documented determination to continually improve practice.

## Setting details

<b>Unique reference number</b>	EY280989
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1003121
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Ladybird Play And Toddler Group Committee
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	07786 752949

Ladybird Play and Toddler Group was registered in 2004. The group employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The group opens Tuesday, Thursday and Friday, term time only. Sessions are from 9am until 12pm. The group provides funded early education for two- and three-year-old children. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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