

# Ladybirds Pre-School Playgroup

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



## Inspection date

29 September 2015

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed improve weaknesses in practice raised at previous inspections. Self-evaluation has not been used effectively and staff do not identify where improvements are required.
- There are gaps in the provider and manager's understanding of the legal requirements of the Early Years Foundation Stage. Ofsted have not been notified of the persons who make up the management committee.
- Teaching is not always good enough to enable all children to take part or make the best possible progress.
- Children's good health is not always promoted. They have limited opportunities to play outside and staff do not always adopt the best hygiene practices.

### It has the following strengths

- Generally, parents are positive about the way the pre-school is run. They report that staff regularly exchange information with them about their children's time at the pre-school.
- Most children enjoy playing with the variety of toys and equipment that are available. They gain confidence and have opportunities to make independent choices about what they would like to do.

## What the setting needs to do to improve further

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

	Due Date
■ ensure that staff receive the coaching and training that they require to successfully evaluate and identify areas where the quality of teaching requires improvement	01/12/2015
■ ensure that all children benefit from a balance of good quality adult-led and child-led opportunities, and that all aspects of their learning and development are promoted	01/12/2015
■ improve hygiene practice to promote children's good health, with particular regard to the storage of milk and ensuring that there are appropriate facilities for children to wash their hands after activities.	01/10/2015

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

- provide more opportunities for all children to access an outdoor learning environment where they have more opportunities to be physically active and play in fresh air.

### Inspection activities

- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and deputy manager.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at records with regard to children's learning and progress.

### Inspector

Julia Galloway

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The manager does not demonstrate the capacity to make the improvements required to raise standards. Monitoring and evaluation have not been effective because there is an unrealistic view of the quality of some aspects of the provision. In addition, the manager has a poor knowledge of some of the legal requirements. The arrangements for safeguarding are ineffective. Ofsted have not been informed of the details of a new member of the committee. This means they have not been able to complete relevant checks. Staff have a suitable understanding of the actions they should take if a child is at risk of harm. Performance management for staff has not been used effectively. Weaknesses in teaching practice are not identified. Most staff hold appropriate qualifications and they have undertaken training with regard to child protection, food hygiene and first aid. However, this has not ensured that they always promote children's well-being effectively. Suitable hand-washing facilities for children after messy activities are not always available. They all use the same bowl, water and towel. In addition, milk that is offered to children has not been kept in the fridge.

### Quality of teaching, learning and assessment is inadequate

When children arrive, the room is well laid out and appealing. Generally, children are quick to settle to activities that promote their learning and development. Staff provide a range of resources and they play alongside children, encouraging them to explore and investigate. However, staff do not identify when children begin to lose interest. They do not follow children's lead or change the focus of activities so that they remain interested and engaged. Adult-led activities are chaotic because they are not well planned and the group size is too big. Children jostle to find a seat and less-confident children are left out. Staff raise their voice to get children's attention and not all children get to take part. Staff gather some information about children's starting points and ongoing learning. They have begun to use methods that make it easier for them to share and exchange this information with parents. Likewise, information about children's development is shared with the school and other settings that children move on to.

### Personal development, behaviour and welfare are inadequate

Most children gain the basic skills that prepare them for the next stage in their learning. Staff teach children to take turns and share. Children generally play well together. In addition, they have opportunity to develop an interest in the wider world around them. Staff do not always identify when children would benefit from using the outdoor play area. Some children become restless because they have had limited opportunities to run around and be more active in their play.

### Outcomes for children are inadequate

Children do not make as much progress as they could because their learning is not always promoted well enough. Most children, including those who receive funded early years education, are making satisfactory progress in their learning and development. Children who speak English as an additional language receive the attention that they need from staff to help build their confidence in speaking English.

## Setting details

<b>Unique reference number</b>	205384
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1005675
<b>Type of provision</b>	Sessional provision
<b>Day care type</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>	26
<b>Name of provider</b>	Ladybirds Pre-School Committee
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	01905616841

Ladybirds Pre-School Playgroup was registered in 1993. The pre-school employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold level 2. One holds Qualified Teacher Status. The pre-school opens Monday to Friday during term time only. Sessions are from 9.30am until 2.40pm. The pre-school provides funded early education for three- and four-year-old children.

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