

Ladybird Kindergarten

Little Warley & Childerditch Village Hall, Magpie Lane, Little Warley, BRENTWOOD,
Essex, CM13 3DZ



Inspection date

6 January 2016

Previous inspection date

10 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children play, learn and explore in this stimulating, vibrant learning environment.
- Teaching is good. Children are well motivated and make good progress in their learning and development.
- Children's independence is well promoted. They approach activities with confidence and manage their personal self-care successfully.
- Strong links with local schools ensure that the move to school is seamless. The kindergarten shares information with other settings that the children attend, to ensure continuity of care and learning.
- Staff build effective partnerships with parents and other professionals, which means that children are well supported. Parents are kept well informed of their children's progress. Staff consistently help parents to support their children's learning at home. Parents value the quality of education and learning provided.
- Accurate self-evaluation incorporates the views of parents, children and staff and contributes to successful monitoring of the provision. This ensures that there is continual improvement.

It is not yet outstanding because:

- Staff are implementing new systems for monitoring the achievement made by individual children. These are not yet refined enough to enable staff to closely analyse how well they are supporting the progress of specific groups of children.

What the setting needs to do to improve further

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

- strengthen systems for monitoring the progress of specific groups of children in order to sharpen the identification of targeted interventions if and when necessary.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager, who is also the provider. She looked at relevant documentation, such as the kindergarten's self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The owner is very passionate about the provision and leads an effective and reflective staff team that is committed to improving outcomes for children. The arrangements for safeguarding are effective and staff know the action to take should they have any child protection concerns. Staff are thoroughly checked to ensure that they are suitable to work with children. Regular staff observations and supervision meetings contribute well to the ongoing cycle of professional development. Staff take every opportunity to improve their knowledge and skills by attending carefully selected training. This qualifies them to address children's specific needs with confidence. There are good arrangements for monitoring children's attendance to ensure that they benefit from the broad and exciting curriculum. Their experiences are enriched by visits to the local community and visitors to the setting.

Quality of teaching, learning and assessment is good

Regular observations and assessments enable staff to plan rich, purposeful learning opportunities for the children. The kindergarten is very well resourced with a wide range of high-quality resources which supports learning well. Staff engage in purposeful conversations with the children, extend their vocabulary and promote their listening and thinking skills well. Children participate in an interactive story-in-rhyme session and talk about the characters. Children access mark-making equipment both indoors and outside. They learn to use a tape measure and compare their own heights against each other using related vocabulary. Children learn about Antarctica, make penguin stations and curiously investigate melting ice. Parents are fully engaged in their children's learning and contribute to their initial assessment.

Personal development, behaviour and welfare are good

Children are well cared for in this welcoming and caring learning environment. They are happy and share strong, trusting bonds with the adults. This makes them feel safe and secure. Staff have high expectations of behaviour. Children understand that there are boundaries, and posters around the rooms remind them of what is expected. Children behave exceptionally well. They are rewarded for positive behaviour and good learning. They know that their efforts are valued. Wow moments at home are shared with the group. Children are polite and support each other. They are developing good social skills. They take turns, share and play well together. Children are developing a good understanding of how to keep themselves safe. They learn about road safety and participate in assessing risks in the outdoor play areas. Children enjoy healthy snacks and have good opportunities for daily physical exercise. They cut up their fruit themselves and tidy away their cups and plates after snacks. Children are encouraged to respect each other and to take care of toys and equipment. They learn about people and communities and are developing a good understanding of the wider world.

Outcomes for children are good

All children are achieving well. Older children are developing good basic skills in preparation for the next stage in their learning.

Setting details

Unique reference number	508724
Local authority	Essex
Inspection number	1028005
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	15
Name of provider	Christel Monika Harvey
Date of previous inspection	10 October 2012
Telephone number	01277 212288

Ladybird Kindergarten was registered in 1993. The kindergarten employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm on Monday, Tuesday and Friday and from 9am to 3pm on Wednesday and Thursday. The kindergarten provides funded early education for two-, three- and four-year-old children.

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