

Ladybirds Pre School

Bunyan Meeting Rooms, High Street Elstow, Bedford, Bedfordshire, MK42 9XP



Inspection date

9 March 2016

Previous inspection date

7 June 2013

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

- Staff use a variety of effective teaching methods to stimulate and encourage children as they select activities that interest them. Some children investigate what happens when they add food colouring to dough while others sail boats in a very large puddle outside.
- Managers accurately monitor the progress that all groups of children are making. This helps managers and staff to adapt routines and teaching to support children's learning. For example, two-year-old children spend some time in a different room where they explore, experiment and discover at their own pace.
- The management committee uses robust selection and recruitment procedures. This helps to ensure staff are suitable to work with children and are qualified for their specific role within the pre-school. Induction procedures help managers ensure that all staff are familiar with key policies and procedures at the beginning of their employment.
- An effective key-person system helps staff maintain good relationships with parents. Children quickly build strong bonds with staff and play happily in the pre-school.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to support children who speak English as an additional language to make rapid progress in their acquisition of English.
- Staff do not always gather sufficient information about what children can already do when they first attend pre-school.
- Managers have not fully established methods to provide robust staff supervision to help achieve the highest standards of practice.

What the setting needs to do to improve further

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

- make the most of every opportunity to extend the developing language skills of children who speak English as an additional language
- gather more information from parents about children's prior learning when their children first start to attend the pre-school, to help swiftly identify starting points and next steps in learning
- review and enhance existing systems for staff supervision and performance management to help support the drive for best practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the manager and a member of the management committee.
- The inspector checked evidence of the suitability of the staff working with children. She looked at a range of documentation, including the children's progress records and self-evaluation forms.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Providers implement robust procedures. Staff have a clear understanding of their role in keeping children safe. Managers involve all staff to help evaluate the quality of care and education they provide. They seek feedback from parents and act swiftly on recommendations from external agencies, which helps managers enhance practice and the environment within the pre-school. Managers support the well-qualified team of staff to build upon their good knowledge and understanding of all aspects of children's learning and welfare. Staff have opportunities to extend their knowledge about the needs of two-year-old children to help them provide appropriate care and education for this group.

Quality of teaching, learning and assessment is good

Staff accurately gather information about children's progress within the pre-school to help shape activities that focus on their individual next steps in learning. Staff confidently teach children in a variety of ways through a balance of adult-led and child-led activities. They question children as they add water to dry paint. This is one way staff support children to develop their thinking skills. Staff share ideas with parents to help them extend children's learning even more at home. Parents regularly update information to help staff identify what interests their children, helping them to select equipment that will trigger children's enthusiasm to learn. Children enjoy using their imagination while they play with figures and vehicles associated with the emergency services. Staff help to extend children's awareness of the local community through their skilful interactions while children play.

Personal development, behaviour and welfare are good

Children confidently move around the pre-school. They select equipment and activities that engage them, and quickly learn to share with other children. Staff are good role models. They remind children of simple rules, helping children to respect others and to keep themselves safe. Younger children hold the hands of staff members as they jump in puddles together. Children eat their packed lunches while they sit alongside staff and their friends. This helps staff to strengthen children's social skills. Staff teach children the importance of tasks, such as washing their hands. From an early age, children demonstrate their skills while they independently carry out good hygiene routines. Staff teach children to value the importance of exercise. Children move their bodies while they play musical instruments. When children are tired, they sit quietly in a comfortable corner, while staff share stories and books with them.

Outcomes for children are good

Children are inquisitive learners. They make good progress in their learning and development, so that when the time comes, they are ready to move on to school. Staff provide opportunities for children to learn in a variety of ways and in different environments. However, children who speak English as an additional language are not always immersed in rich and meaningful language during their play to help close the gaps in their progress even more quickly.

Setting details

Unique reference number	219245
Local authority	Bedford Borough
Inspection number	1028384
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	37
Name of provider	Elstow Pre School Committee
Date of previous inspection	7 June 2013
Telephone number	07450 812284

Ladybirds Pre School was registered in 1991. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens each weekday, except for Thursdays, during term time only. Sessions are from 9am to 12 noon and from 12 noon to 3pm, with the option of a lunch club between 11.30am and 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children, and supports children who speak English as an additional language.

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