

The Ashbeach Ladybirds Pre-school



The Barn, Ashbeach School, Ashbeach Drove, Ramsey St. Marys, HUNTINGDON,
Cambridgeshire, PE26 2TG

Inspection date

22 March 2016

Previous inspection date

25 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not continually use the information gained from observations and assessments to plan meaningful and challenging learning experiences for individual children. Children are not consistently motivated to engage in purposeful play and are not effectively supported to make the best possible progress.
- Staff supervision arrangements and strategies to monitor the quality of teaching do not ensure that all children are provided with good quality learning opportunities.
- Systems to fully involve all parents in their child's early education are not always successful.
- New self-evaluation procedures lack rigour and do not yet include the views of staff, parents, children or other professionals that access the pre-school. That said, the provider is keen to improve the provision.

It has the following strengths

- Successful settling-in procedures support staff to ensure that children feel emotionally secure during times of change, such as when they join the pre-school and move on to school.
- Children demonstrate that they feel happy and secure in the pre-school. They build strong relationships with the caring staff.

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 information from observations and assessments is used consistently and effectively to plan purposeful and challenging activities that are precisely matched to children's individual learning needs so that they make the best possible progress	22/09/2016
■ ensure arrangements for evaluating staffs' teaching practice consistently raise the quality of teaching and outcomes for children.	25/07/2016

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

- improve systems to exchange information with all parents that enhance children's learning and development and support parents to guide their children's learning at home
- implement effective methods for reviewing and evaluating the provision that continually improve practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nominated person and manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager demonstrates an adequate understanding of her role and responsibility to teach children and keep them safe. However, the provider has not considered the impact of the additional duties on the manager's day-to-day role. This has resulted in irregular supervision of staff and inconsistency in the quality of teaching and planning. All staff regularly update their understanding and skills. However, this knowledge is not always evident in practice, affecting the level of progress children make. Systems for identifying strengths and weaknesses in the provision do not drive improvements effectively or incorporate the views of others. The arrangements for safeguarding are effective. Staff understand the procedures to follow should they have a concern about a child in their care.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent and lacks focus to support children to make the best progress. Staff do not always use observations and assessments to plan purposeful activities to motivate children to learn or offer them appropriate levels of challenge. This leads to children often occupying themselves, which sometimes leads to minor disagreements. Children develop adequate communication and language skills. Staff regularly engage children in purposeful conversations about past and shared experiences. Children enjoy using their imaginations. They pretend to sell ice creams for money and tie ribbons around oval shaped balls to become Easter eggs. Parents talk well of the staff. They feel happy with the service offered and believe their children are making progress. However, systems to involve all parents in their child's learning and development are not always successful. Staff do not fully plan activities to complement children's emerging interests or support parents to guide their children's learning at home.

Personal development, behaviour and welfare require improvement

Staff gather relevant information from parents, such as what their children like and can do, prior to them starting. Individual care needs are supported adequately. The indoor and outdoor learning environments are safe, welcoming and sufficiently resourced. Children demonstrate that they feel happy and secure in the pre-school. They build strong relationships with the caring staff. Children play independently and, generally, interact well with others of a similar age. They enjoy taking part in group activities, such as story time and music and movement. Older children attend some functions at the adjoining school and they have regular opportunities to meet with teachers. This supports them well during their move onward to school and encourages them to speak about how they feel about this change. Children enjoy being physically active, running in the school playing fields. They enjoy rolling and catching balls and jumping over hurdles.

Outcomes for children require improvement

Children, including those for whom the pre-school receives additional funding, are making typical progress based on their starting points. Children are not effectively supported by staff to make the best possible progress in their learning and development. Children learn basic skills to prepare them for their future learning, such as school.

Setting details

Unique reference number	221823
Local authority	Cambridgeshire
Inspection number	854601
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 - 4
Total number of places	20
Number of children on roll	34
Name of provider	The Ashbeach Ladybirds Preschool Committee
Date of previous inspection	25 November 2011
Telephone number	01733 219900

The Ashbeach Ladybirds Pre-school was registered in 1996. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Friday and 9am to 12 noon on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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