

# Ladybirds Kinderclass Ltd

St Andrew's Church Hall, Huntington Road, York, North Yorkshire, YO31 9HU



## Inspection date

26 September 2016

Previous inspection date

17 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 have created a friendly and welcoming environment. The key-person system is managed well and settling-in arrangements are tailored to children's individual needs. Children have developed strong bonds with staff and seek comfort from them when needed.
- Children benefit from a stimulating outdoor play area based in the woods. This provides particularly good opportunities for children to explore the natural world and learn about seasonal change. They make good progress in their learning.
- Managers and staff are committed to continually evolving their practice. They use ongoing reflection and self-evaluation successfully to drive continued improvement. The views of parents, children and other professionals are fully considered to ensure that planned developments are pertinent.
- Staff work closely with local schools and other early years providers. They meet regularly as part of a partnership group. They exchange relevant information to adopt a shared approach to children's care and learning.

### It is not yet outstanding because:

- Staff do not gather detailed information from parents about what children can already do and know when they first join the setting.
- Systems to support staff's ongoing professional development are not rigorous enough to raise the quality of their teaching to an outstanding level.

## What the setting needs to do to improve further

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

- obtain detailed information from parents about what children can already do and know on entry to the setting
- develop programmes of professional development for staff and focus more sharply on raising the quality of their teaching skills further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment procedures are implemented and staff are suitably checked and vetted. New employees complete a thorough induction process which helps them to understand their roles and responsibilities. Staff work closely as a team and are generally supervised well. They are alert to the possible indicators of abuse and know how to raise any concerns about children's welfare. Staff support children to adhere to simple safety rules and maintain a hazard-free environment to protect them from harm. The well-qualified manager is committed to providing high-quality learning experiences for children. She carefully monitors the progress of different groups of children. She uses her findings to evaluate the effectiveness of teaching and plan timely interventions.

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

Staff are attentive and enthusiastically involve themselves in children's play. They interact warmly and guide, stretch and extend children's learning. Staff use observation and assessment well to plan for children's future learning. Children become engrossed in role play activities. They excitedly pretend to be hairdressers, drawing on their own real-life experiences, and play imaginatively. Staff encourage children to write for different purposes and help them to recognise their name. They ask a wide range of questions and support children to discuss their thoughts and ideas. Children have a wonderful time playing in the woods. They excitedly manoeuvre themselves through shrubbery and pretend to go on a bear hunt. Staff skilfully help children to reflect on their knowledge of books and encourage them to anticipate and repeat key phrases from stories. Overall, staff have established good working relationships with parents and exchange relevant information to promote consistency in children's care and learning.

### Personal development, behaviour and welfare are good

Children are constantly praised and rewarded for their achievements. They show high levels of self-confidence and behave very well. The environment is thoughtfully designed and equipped with a good range of toys and resources. Staff plan daily routines well and facilitate different activities in response to children's current interests. Children are eager to explore and repeatedly revisit activities to consolidate their learning. They benefit from regular fresh air and exercise and are provided with nutritious snacks to help support their good health.

### Outcomes for children are good

Staff act on advice from other professionals and provide good levels of support to children who have special educational needs or disability. All children make good progress and are prepared well for eventual moves to school. Children are inquisitive and excitedly explore their surroundings. They are strong communicators who confidently initiate conversations with other children, staff and visitors. Children play cooperatively together and share and take turns fairly.

## Setting details

<b>Unique reference number</b>	321579
<b>Local authority</b>	York
<b>Inspection number</b>	1059587
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Ladybirds Kinder Class Ltd
<b>Registered person unique reference number</b>	RP518343
<b>Date of previous inspection</b>	17 October 2012
<b>Telephone number</b>	01904 750363

Ladybirds Kinderclass Ltd was registered in 1992. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday from 9am to midday and 12.30pm to 3.30pm during term time only. A lunchtime club operates to link the sessions if required. The setting provides funded early education for two-, three- and four-year-old children.

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