

# Little Ladybirds Pre-School/Early Birds & Night Owls Out of School Care

All Saints C of E Primary School & Nursery, Parsonage Lane, BISHOP'S STORTFORD, Hertfordshire, CM23 5BE

<b>Inspection date</b>	9 November 2016
Previous inspection date	1 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

- The well-qualified staff team plans a wealth of interesting learning activities that ignites children's curiosity. They learn about and show care and concern for living things, such as worms, as they carefully handle these and compare the differences in their length.
- Staff successfully work in partnership with parents, as well as teachers from the nursery based on the same site that some children also attend. They share detailed information to support children's learning. Parents describe the staff as excellent.
- Children demonstrate that they are happy and show high levels of self-confidence. They enjoy close relationships with their key person and all staff, who help them to feel settled and secure from an early stage.
- The manager's accurate self-evaluation of the setting continues to improve the quality of the provision. She actively seeks and responds to the views of staff, children and parents.

### It is not yet outstanding because:

- On occasions, staff do not fully promote children's attention and listening skills during group activities.
- Staff do not always provide children with opportunities to freely express their ideas while participating in planned activities, in order to enhance the development of their creativity and imagination.

## **What the setting needs to do to improve further**

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

- promote the development of children's listening and attention skills, taking account of their ages and levels of concentration when participating in group activities
- extend opportunities for children to freely express their ideas using a range of media during planned activities, to fully encourage their creativity and sensory exploration.

### **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 spoke to 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 manager. She looked at and discussed the settings self-evaluation process with the manager and reviewed relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### **Inspector**

Lorraine Pike

## Inspection findings

### **Effectiveness of the leadership and management is good**

The dedicated staff team works very closely together, complementing each other's practice. The arrangements for safeguarding are effective. Staff know how to promptly meet children's needs in the event of a child protection concern. Vigorous procedures are implemented by staff to ensure children remain safe while using the internet. Staff have good opportunities for regular training. The manager regularly observes staff practice. She uses this information well to accurately inform the regular supervision meetings she has with staff to continue to improve the quality of teaching. This has a positive impact on children attending the setting. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning.

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

All children enjoy their play in this welcoming and vibrant setting. They engage in activities with motivation and confidence. Staff complete detailed observations and assessments of children's achievements. These help to accurately inform children's precise next steps in learning. Staff provide a good balance of challenging adult-led and child-led activities that consistently consider children's individual interests and preferred style of learning. Children demonstrate perseverance to solve problems. They work out how to effectively fill up their watering cans. Children have immense fun pouring water onto the ground outdoors to create puddles to splash in. They solve mathematical problems, such as building complex three-dimensional structures. Children enjoy using basic sign language as they enthusiastically sing songs and rhymes. This is one way staff help children to build on their communication and language skills.

### **Personal development, behaviour and welfare are good**

Children develop good friendships with each other, they happily share toys and activities together. Gentle reminders from staff help children to understand how to keep themselves and others safe as they move around the setting. Staff place a strong emphasis on helping children to prepare for new experiences, such as going to the dentist or moving on to school. Children use photographs supplied by their parents to make a family tree. They share these with their friends and key person. This is one way staff help children to learn about similarities and differences between each other. The inviting outdoor area is accessible in all weathers. It provides children with good opportunities to develop their physical skills as they climb on large equipment and ride tricycles with confidence.

### **Outcomes for children are good**

All children are supported to make good progress from their individual starting points. Two-year-olds in receipt of funding make progress that is better than what is typical for their age. Children are independent. They are able to manage their own outer clothing and know that they must wash their hands before eating and after using the toilet. These are some of the skills that help to prepare them well for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY421479
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1059893
<b>Type of provision</b>	Full-time 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>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Hayley Marie Lynskey
<b>Registered person unique reference number</b>	RP910703
<b>Date of previous inspection</b>	1 October 2012
<b>Telephone number</b>	07745 262676

Little Ladybirds Pre-School/Early Birds & Night Owls Out of School Care was registered in 2012 and is privately owned. The setting employs eight members of staff. Of these, five hold qualifications at level 3. It is open from 12.15pm until 6.30pm, Monday to Friday, during term time. The pre-school and after-school sessions can be joined together. Children attending this group may also attend the school holiday sessions, which are run at a different site registered to the same provider. The setting provides funded early education for two-, three- and four-year-old children.

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