

The Ashbeach Ladybirds Pre-school



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

Inspection date

21 November 2016

Previous inspection date

22 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Since the last inspection the management committee and staff have worked well together to successfully improve the outcomes for children. They have embraced advice from external agencies and have an enthusiasm for continued improvement.
- The partnerships with parents are good. There are effective methods to keep parents informed of their children's progress. Staff actively involve parents in their children's learning.
- Staff communicate effectively with other settings that children attend and the host school, where most children will go. They promote a shared approach to children's care and learning and prepare them well for their entry into the Reception class.
- Staff help children to develop good communication and language skills. They make the most of opportunities to engage children in enjoyable conversations and help them to learn new words.

It is not yet outstanding because:

- While individual children's achievement is regularly assessed, the progress of different groups is not yet analysed, in order to focus teaching more precisely and address any gaps in provision.
- Occasionally, some staff are too quick to offer solutions and answers before children have had time to think through and share their own ideas and responses.

What the setting needs to do to improve further

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

- extend the assessment of children's achievements to take into account the progress made by different groups of children, in order to focus teaching more precisely and address any gaps in the provision
- help staff to support children more effectively in developing their thinking skills and formulating their ideas and responses.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the activities and the quality of teaching. She spoke to staff about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children.
- A range of documentation was looked at, including staff suitability and training, some policies and procedures and children's records.
- The inspector discussed safeguarding arrangements and safeguarding training with staff.
- Discussions were held with a number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend child protection training. They have a good knowledge of the local reporting procedures that help them to protect children from abuse or neglect. The management committee implements thorough recruitment procedures to ensure staff are suitable. Staff supervise the children well as they play and make ongoing safety checks of the premises. Effective self-evaluation has helped managers and staff improve the provision significantly since the last inspection. Staff have good support from the manager and are enthusiastic about improving their qualifications and skills. Regular meetings enable them to share their ideas and improve their teaching skills.

Quality of teaching, learning and assessment is good

Staff make good use of the information gained from observing and assessing children's progress. They plan a purposeful educational programme that closely matches children's individual interests and abilities. Children are excited by activities, such as making creative pictures with lots of glitter and glue. Staff encourage children to write their names on their artwork and provide enthusiastic support as children scribble and draw with chalks, paints and crayons. Children use their imaginations, for example, they pretend to talk on the telephone and cook food in the play kitchen. Parents have daily opportunities to talk with staff. They are positively encouraged to take home their children's learning records and may contribute to them frequently.

Personal development, behaviour and welfare are good

Settling-in processes are effective in helping staff get to know the children and understand their individual needs. Children confidently leave their parents and quickly settle to their activities. They chatter to staff about their families and discuss, for example, a recent shopping trip with Grandma. Children enjoy being outdoors and confidently dress themselves for the weather. They build runs from guttering for their toy cars and guess how long it will take for the car to go from the top to the bottom. Staff teach children about healthy food choices and provide a good range of fruit and vegetables for snacks. Children help with the daily safety checks, which help them to learn how to assess risks in their environment.

Outcomes for children are good

All children, given their starting points, achieve well. Most children are working in the range of development typical for their age. Those who need extra support, including those receiving additional funding, are helped to catch up with their peers. Children enjoy learning. They approach their activities with enthusiasm and confidently engage with staff and other adults. Children busy themselves, making choices and leading their own play. They make firm friendships and join in group activities, demonstrating a good ability to share and take turns. Overall, children learn the key skills they need to be ready for school.

Setting details

Unique reference number	221823
Local authority	Cambridgeshire
Inspection number	1045055
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	20
Number of children on roll	28
Name of registered person	The Ashbeach Ladybirds Preschool Committee
Registered person unique reference number	RP517154
Date of previous inspection	22 March 2016
Telephone number	01733 219901

The Ashbeach Ladybirds Pre-school was registered in 1996 and is managed as a registered charity by a voluntary committee. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. 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 midday on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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