

# Courtney Ladybirds Preschool

Courtney Primary School, Courtney Road, Bristol, BS15 9RD



<b>Inspection date</b>	5 January 2017
Previous inspection date	24 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The provider and committee members do not fully understand their legal responsibilities. This has resulted in a failure to notify Ofsted of changes to the committee on two occasions and not all committee members have completed required checks, including Disclosure and Barring Service checks.
- The manager and the committee do not ensure self-evaluation is used effectively to identify all weaknesses and support continuous development of the provision.
- Some staff occasionally do not adapt adult-led activities well enough to ensure that the younger children are fully challenged in their learning.

### It has the following strengths

- Key persons closely observe and accurately assess children's individual progress and next steps in their learning. They support children's development well through a combination of planned activities and by providing a very stimulating environment. Children make good progress across all areas of their learning.
- Children benefit from being cared for by a friendly and caring staff team. Children build strong relationships with staff. They are settled and happy and grow in confidence.
- Staff develop good partnerships with parents and other settings children attend to ensure children receive continuity in their care and learning. Parents receive daily information about the activities taking place and regular updates about their children's progress.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |                                                                                                                                                        | <b>Due Date</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ ensure that committee members have a good understanding of their roles and responsibilities, including to check that all legal requirements are met. | 25/01/2017      |

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

- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of all aspects of practice
- improve the support children receive during adult-led activities, so that they are all challenged successfully in their learning.

### Inspection activities

- The inspector observed activities in both of the play rooms and the outside learning area, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and committee chairperson of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, evidence of self-evaluation processes and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages and letters given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child's welfare. However, the provider has failed to ensure all committee members have undergone the required suitability checks. The impact on children is minimised as prompt action to apply for checks was taken during the inspection and children are not left unsupervised with adults whose suitability has not been checked. The manager supervises staff closely and monitors the quality of teaching and children's progress. Training and targeted support are used to improve outcomes for children. For example, training has helped staff to give greater support to develop children's communication and language skills. However, the committee is not actively involved in self-evaluation, which has led to some weaknesses in leadership and management not being identified.

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

Children actively explore and experiment, following their interests and developing their skills. Overall, staff provide good support for children to extend their learning as they play. For example, staff play games, such as mathematical matching games alongside children, encouraging their counting skills and number recognition. Staff ask probing questions and use discussion to encourage children's deeper thinking and further examination during exploratory play. For example, children are encouraged to describe blocks of ice. Children listen, think carefully and describe the cold, hard ice. They talk about the changes they see as they mix soil with the ice, knowledgeably saying that the ice is 'melting'.

### **Personal development, behaviour and welfare require improvement**

Children settle quickly and develop a real sense of belonging. Additional arrangements, such as home visits and gathering in-depth information from parents, help staff to know children really well. However, children's welfare is not fully assured because of a weakness in leadership and management. Children's health is promoted effectively. For example, good use is made of the all-weather playground to extend children's exploration and learning. They learn to wait their turn to roll cars down troughs and count them. Children learn about safety and expected behaviour, and eagerly help tidy away toys.

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

All children make good progress, including those in receipt of additional funding. Children, including those who are learning English as an additional language, develop their communication skills well. They are becoming increasingly independent and their self-awareness and sense of responsibility is developing well. Children enjoy sociable meal times and the company of others. They learn to cooperate as they play, developing useful social skills. They show they can attend to tasks and concentrate on things that interest them. They are acquiring good skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY276881
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1068689
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Courtney Ladybirds Preschool Committee
<b>Registered person unique reference number</b>	RP910423
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	01179353022

Courtney Ladybirds Preschool registered in 2004. The pre-school employs eight members of staff. All staff hold appropriate early years qualifications ranging from level 3 to level 5. The pre-school opens Monday to Friday during school term time only, from 9am until 3pm. It provides funded early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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