

# Ladybird Pre-School

AD Astra First School, Sherborn Crescent, POOLE, Dorset, BH17 8AP



<b>Inspection date</b>	10 February 2017
Previous inspection date	18 March 2014

<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 very good relationships with parents of the children in their care. They work closely together to understand and meet the needs of children. For example, staff regularly ask parents to comment on the record of their child's learning to ensure they have a clear picture of their development.
- Accurate assessments of children's learning enable staff to identify where children may need extra support. Consequently, they plan activities that help all children make good progress in their learning.
- Staff are kind and gentle with the children. This helps children to settle and feel secure. Staff address any unacceptable behaviour calmly and effectively. Children are clear about what is expected of them and their behaviour is good.
- Staff use a variety of ways to make sure children are prepared for school as well as they can be. For example, they liaise closely with teachers to find out what they expect children to be able to do when they begin school.

### It is not yet outstanding because:

- The manager has identified that she would benefit from some external support for herself but has not yet implemented systems to address this. Lack of such support reduces her opportunities to reflect on and improve her professional practice.
- Sometimes teaching does not provide sufficient challenge so that older or more able children learn even more.

## What the setting needs to do to improve further

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

- develop more opportunities for the manager to obtain professional support and supervision so that she can enhance and reflect on her own practice
- increase the level of challenge for older and more able children to give them opportunities to learn as much as they can.

### Inspection activities

- The inspection was carried out by two inspectors.
- The inspectors spoke with children, parents and staff.
- The inspectors spent time observing children engaged in activities both inside and in the outdoor area.
- The inspectors had discussions with the manager about her leadership.
- One inspector carried out a joint observation of teaching.
- The inspectors reviewed a range of documentation including the safeguarding policy, staff files and children's assessment folders.

### Inspectors

Linda Dawe /Susan Mann HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager makes sure all staff are very clear about their role and responsibilities to keep children safe. For example, she regularly tests their knowledge and understanding of child protection issues and procedures. Staff are proactive in taking positive action where needed to safeguard children. Children are closely supervised and regular checks are carried out to make sure the garden area is safe for them to use. The manager has effective systems in place to track the progress of children. This enables her to reflect and adapt staff's practice. Staff have regular training opportunities. They use what they learn about sounds and letters, for example, to support children's communication skills more effectively. Staff work closely with parents, particularly those whose children need additional support. For instance, they accompany parents to external meetings and liaise with other agencies. This helps provide staff with detailed information so they know how to support these children well.

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

Children arrive at the pre-school to a good selection of resources and they quickly become engaged in play. They enjoy using the resources offered to them, for example, developing their imaginations as they play with small world animals in a tray of oats. Staff support them well in their chosen activities and overall, the quality of teaching is good. They help children new to the pre-school become familiar with routines and become a confident member of the pre-school community. Staff place a strong focus on supporting children's communication and language. They use a variety of ways to encourage children to communicate, such as using picture cards and sign language with children who have additional needs or English as an additional language. Staff read to children regularly and make storytelling fun, for example, using props, which helps them learn a love of books.

### Personal development, behaviour and welfare are good

Children of all ages play well together. They are eager to help each other, for example, carrying a box of train track together to put it away at 'tidy up' time. Children form close bonds with their key person, which helps them to feel safe. Children learn about the benefits of a healthy lifestyle. They keenly participate in physical exercise sessions such as yoga and outside play when they run around and ride bikes with enthusiasm. Children demonstrate good listening skills. They respond well to staff when given instructions and pay close attention to what each other has to say during circle time, for example. Staff are skilled at ensuring children are emotionally prepared for their next steps in learning. For example, key persons help children to become more independent before they start school by encouraging them to build relationships with other members of the staff team.

### Outcomes for children are good

Children show an enthusiasm for learning. Most children are securely within their expected levels of development for their age. A strong emphasis is placed on supporting any child who needs additional support to give them confidence and build their self-esteem. As a result, all children make good progress.

## Setting details

<b>Unique reference number</b>	EY396900
<b>Local authority</b>	Poole
<b>Inspection number</b>	1074218
<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 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Michelle Samantha Columbine
<b>Registered person unique reference number</b>	RP513354
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	01202 659689 mobile 07855 192226

Ladybird Pre-school registered in 2003 and moved to the current premises in 2009. It operates from a portable classroom in the grounds of AD Astra First School in Canford Heath, Poole, in Dorset. The pre-school operates term time only, Monday to Friday, from 8.30am until 3pm. A team of six staff work with the children, including the owner; of these, one holds early years professional status, three have a qualification at level 3 and one has a qualification at level 2. The pre-school receives funding for the provision of early education for children aged two, three and four years.

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