

# Ladybird Preschool

Blackburn Leisure, Prescott Avenue, BROUGH, North Humberside, HU15 1BB



## Inspection date

3 March 2017

Previous inspection date

16 July 2013

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

- Children are motivated and engaged in their learning and this contributes to the good continuous progress they make. The quality of teaching is very good. Staff know children well and provide activities that are based on their individual interests and needs. Children are interested and confident individuals, excited and inspired to learn.
- Staff work in a commendable manner with other professionals. They work very effectively with many support agencies and the children's families. Staff provide tailored support and challenge for individual children.
- Children are happy and enjoy spending time in this caring and friendly pre-school. They rapidly grow in confidence, developing good relationships with the staff and each other. They build good skills in readiness for their eventual move to school.
- Partnerships with parents are good. Regular meetings with parents help to keep them informed of their child's progress. Parents are very pleased with the care and learning provided and the progress their children make.
- The new management team, with the support of the committee and staff, has a good overview of the pre-school and understands the strengths and weaknesses in practice. They gain feedback from parents and children, and they welcome support and act on advice from the local authority.

### It is not yet outstanding because:

- The management team has not yet fully embedded sharply focused supervisions and evaluations of the staff's quality of teaching to move their practice forward and support all children's progress even further.
- The new systems to monitor children's progress are not yet fully embedded.

## What the setting needs to do to improve further

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

- use systems for staff supervision more effectively and evaluate the impact of practice on children's learning and raise the quality of teaching to a higher level
- continue to develop the systems to check and monitor children's progress and improve outcomes.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She also carried out a joint observation with the deputy manager.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. She also discussed the pre-school's self-evaluation.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the pre-school. She also looked at a selection of the pre-school's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector observed children playing and spoke to children and staff throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of child protection procedures. They are able to identify the indicators of possible abuse and know the local reporting procedures, should they have a concern. The qualified staff complete regular training that helps to develop their knowledge and skills further. The planning of activities has been reviewed and this has placed greater focus on planning for children's interests and individual targets for development. Staff regularly observe children and maintain a good overview of the learning programme. This ensures that children participate in a broad range of experiences. Partnerships with the local schools are effective in providing a smooth move from the pre-school to a school environment.

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

Staff have a secure knowledge of child development and quickly identify any children who are slower to develop key skills. They very effectively support children who speak English as an additional language to make continual progress. Words in their home language are used by staff. Older children are articulate and confident communicators who proudly talk about their families. They discuss their ideas well and use descriptive language as they talk together about local buildings. Younger children are keen to stand at the front of the group and confidently sing their choice of song. This helps promote children's communication and language development well. Children have good opportunities to practise their counting skills and learn mathematical concepts in activities. They enjoy and experiment with glue, collage and painting materials and create colourful and imaginative pictures and models. This inspires their creativity and supports their physical skills.

### Personal development, behaviour and welfare are good

Children come into the pre-school happy and motivated to play and explore. They settle quickly, behave well and display good manners. Staff act as good role models. They encourage children to be kind towards each other and take turns. Staff are well deployed to ensure that children are continuously supervised. Children move around independently and choose where they would like to play. They develop meaningful friendships with one another as they learn to play cooperatively. Children have good opportunities to learn about keeping themselves safe and the importance of healthy lifestyles. They benefit from plenty of fresh air and exercise and are offered healthy snacks and drinks. This helps to promote their physical health and well-being effectively.

### Outcomes for children are good

All children make good progress in their learning and achieve well. Children who speak English as an additional language are supported very well. They make steady progress and begin to catch up in their learning quickly. Early years pupil premium funding is used effectively to accelerate children's progress and boost their achievements. Children are motivated to learn and concentrate during activities. This demonstrates a positive attitude that helps to prepare them for school. Children develop key skills in literacy and mathematics. They identify the letters and sounds in their name as they select their name card. Children listen carefully to what adults have to say and follow instructions well.

## Setting details

<b>Unique reference number</b>	EY452177
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1066233
<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>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Ladybird Pre-School Committee
<b>Registered person unique reference number</b>	RP518462
<b>Date of previous inspection</b>	16 July 2013
<b>Telephone number</b>	01482 669628

Ladybird Preschool was registered in 2012. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 4. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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