

Ladybird Pre-school

King Georges Playing Field, Lambs Lane, Cottenham, Cambridge, Cambridgeshire,
CB24 8TB



Inspection date

8 June 2017

Previous inspection date

19 June 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

- The experienced and well-qualified manager works in partnership with the management committee, and together they have a secure vision for the pre-school. They gather the views of parents and staff and use this information to set targets for improving the provision.
- Partnerships with parents are effective. Staff encourage their involvement in the pre-school and in their children's learning.
- Staff support children's learning well. They plan a variety of interesting and stimulating learning opportunities and interact well with the children when joining them in play.
- Children build close relationships with their key person. Staff are supportive and help children to settle into the pre-school. This helps them to quickly gain confidence.
- Staff carry out precise assessments of children's skills and accurately identify their starting points. With this knowledge, they plan activities that provide appropriate challenge.

It is not yet outstanding because:

- During some large-group activities, staff do not fully consider the varying levels of engagement of the children, particularly the youngest or those who have special educational needs and/or disabilities, in order to help all children hold their interest.

What the setting needs to do to improve further

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

- review the planning of large-group times, particularly for the youngest children or those who have special educational needs and/or disabilities, so that they help each child to be highly engaged and make as much progress as possible.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke to some parents and members of the pre-school committee during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the setting's self-evaluation, accident records and evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at the children's assessment records.

Inspector

Jane Osburn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend regular training and have a clear understanding of their roles and responsibilities to meet children's needs should there be a child protection concern. They regularly risk assess their setting, inside and outside, to help keep children safe. Rigorous induction procedures are followed. Senior staff provide support to less-experienced staff in order to enhance their teaching skills. Staff have regular supervision meetings with the manager, who provides guidance to support their continual professional development. This has a positive impact on the strength of skills within the staff team.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff know the children well. They assess children's development and address any emerging gaps in their learning. They work well with external professionals as needed, in order to support children's individual needs. Children busily explore the range of resources and imaginative activities accessible to them. For example, when they find the mini-beasts hidden amongst the sand and foliage, they are excited to join a member of staff to find out information about them from the relevant books that are located nearby. Staff provide opportunities for children to practise early writing and mathematical skills. For example, while playing in the pretend hospital, they use relevant writing materials to support their role play. The early years pupil premium funding is used well to target specific areas of development for children.

Personal development, behaviour and welfare are good

Staff are good role models. They support children to develop a healthy lifestyle. For example, they join the children in their physical activities outdoors and explain the effects on their bodies. Children learn how to grow their own fruit and vegetables and have the opportunity to prepare and sample some of the produce. Staff are vigilant and keep the environment safe. They regularly check the premises to minimise hazards. Staff use the daily routine well to support children's understanding of responsibility. For instance, children help to tidy up the resources after play.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. Children are eager to learn and explore a wide range of resources. Young children are encouraged to practise their self-help skills. For example, they put on their own coats and clear away their plates after snack. The activities provided in the moving on sessions for the older children successfully support them to gain confidence and the skills they need to prepare them for their next stage of learning.

Setting details

Unique reference number	221886
Local authority	Cambridgeshire
Inspection number	1063743
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	75
Number of children on roll	97
Name of registered person	Ladybird Pre-school Committee
Registered person unique reference number	RP903927
Date of previous inspection	19 June 2013
Telephone number	01954 250891

Ladybird Pre-school registered in 1994. The pre-school employs 14 members of childcare staff. Of these, 10 hold childcare qualifications at level 3 and two hold level 2. The manager holds a degree in childhood studies and has early years professional status. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. It provides funded early education places for two-, three- and four-year-old children.

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