

Courtney Ladybirds Preschool



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

Inspection date	13 October 2017
Previous inspection date	5 January 2017

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

- The manager demonstrates a passionate drive to continually improve. She has worked hard to address previous recommendations with her staff and committee. They respond well to families and professionals to achieve good-quality teaching, learning and care.
- Children enjoy their time at the pre-school. They form close relationships with staff and thrive in a warm and caring environment. Strong emotional attachments have a positive effect on the way children develop, particularly in their self-esteem.
- Staff know children and their families well. They develop close relationships and provide good support and guidance. For instance, they provide good home learning activities.
- Staff place a clear priority on promoting healthy lifestyles and increasing children's self-help and independence skills, such as during mealtimes. Children have ample opportunity for fresh air in the outdoors. They happily explore nature.
- Staff work in close partnership with parents and other professionals to support children with special educational needs and/or disabilities. All children make good progress and gain skills for the next stage of their development and move on to school.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to strengthen the speaking, listening and understanding skills of children who speak English as an additional language.
- Staff miss opportunities to encourage children to develop their early-writing skills and extend their awareness of print further.

What the setting needs to do to improve further

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

- enhance the speaking, listening and understanding skills of children who speak English as an additional language further and raise staff's and parents' awareness of the importance of maintaining and developing children's use of their home languages, alongside English
- extend the opportunities for all children to practise their early writing skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector held a meeting with the manager and chair of the committee. The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with staff and children at the pre-school during the inspection.

Inspector

Julie Bright

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff and committee members are trained in child protection and wider safeguarding issues. They are confident about the procedure to follow if they have a concern. The manager and staff attend regular training to remain up to date. Fire and emergency evacuation procedures are regularly practised. The manager evaluates the pre-school well. She identifies further improvements such as, sign language training for all staff to support children's communication skills even further. The manager monitors children's overall development well and identifies where children, or groups of children, may need additional support. She successfully identifies relevant training to support the closing of any potential gaps in learning. Staff benefit greatly from a highly effective programme of training and development which positively impacts on children's learning. Parents feel valued and speak highly of the staff team.

Quality of teaching, learning and assessment is good

Staff plan effectively to meet children's interests and to offer challenge in their learning. Children's choice and independence is promoted well. For example, they confidently move around the setting and enjoy easy access to a wide variety of developmentally appropriate resources indoors and outside. Staff provide a range of opportunities for children to explore counting, identify numbers and match colours and shapes. For example, when constructing a track for different sized and coloured trains. Staff support children's communication skills well overall. For instance, they carefully phrase open questions to help build children's vocabulary and evaluate their understanding. Key persons are successful in working with parents to establish what children already know and can do before they start in the pre-school, for instance through home visits.

Personal development, behaviour and welfare are good

Staff use opportunities well to develop children's awareness of their own health through everyday activities. Children learn about the importance of washing their hands to remove germs and to keep themselves well. Staff are highly skilled and sensitive in welcoming all children. They make creative use of all areas of the pre-school to present exciting and inviting spaces, motivating children to follow their interests and develop their skills. For example, children have great fun and extend their creativity and imagination in the pretend mud kitchen. Children play well together and make good friendships. Younger children learn to share and take turns as they play with their older peers.

Outcomes for children are good

Children are independent and have good self-care skills. They show good mathematical skills and count confidently in everyday activities. Children develop curiosity particularly in the outdoors. They have highly positive attitudes towards learning which helps prepare them capably for their next stage of learning, including the move on to school.

Setting details

Unique reference number	EY276881
Local authority	South Gloucestershire
Inspection number	1082673
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	53
Name of registered person	Courtney Ladybirds Preschool Committee
Registered person unique reference number	RP910423
Date of previous inspection	5 January 2017
Telephone number	01179353022

Courtney Ladybirds Preschool in Bristol registered in 2004. Care is provided Monday to Friday during term time only, from 8.30am until 3pm. It provides funded early education for children aged two, three and four years. The pre-school employs eight members of staff. Six members of staff hold appropriate early years qualifications ranging from level 3 to level 5.

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