

# Ladybird Pre-School (Chinnor)

St. Andrews C of E School, Station Road, Chinnor, Oxfordshire, OX39 4PU



<b>Inspection date</b>	29 January 2018
Previous inspection date	16 July 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 has failed to notify Ofsted about the appointment of committee members. As a result, Ofsted has been unable to determine their suitability.
- The provider has a limited understanding of their legal obligation to find out the suitability of committee members. For example, to establish if they are disqualified because of their associations.
- Staff do not use what they know about children's abilities, to plan challenging opportunities for their future learning, to help them make the best possible progress.

### It has the following strengths

- There are strong links between the pre-school staff, the staff in the on-site school and other professionals who support children who have special educational needs (SEN) and/or disabilities. These partnerships help staff to evaluate and build upon their practice, to ensure that children make good progress from their starting points.
- Staff know the children well and offer a caring and nurturing environment. They enthusiastically use every interaction as an opportunity to build relationships and develop children's understanding and use of language. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff strongly promote outdoor learning and provide a wealth of stimulating learning opportunities for children outside. Children play outdoors for extended periods throughout the day. They have good opportunities to experience physical challenge and to manage risks for themselves. For example, children climb over car tyres, balance on them and manoeuvre them around.

## 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>
■ inform Ofsted of the name and personal information of any new members of the pre-school committee who manage the childcare provision	28/02/2018
■ improve knowledge to ensure that there are effective procedures that identify people who may be disqualified from working with children because of their associations.	28/02/2018

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

- build on what children need to learn next, to help them achieve as much as possible in their learning.

### 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 evaluated staff's assessment of children's progress, to establish how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the supervisor.
- The inspector held a meeting with the provider and the supervisor. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day, and from information included in the pre-school's parent survey.

### Inspector

Linda Yates

## Inspection findings

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

The provider has failed to notify Ofsted of the appointment of a committee member. Furthermore, the provider has a limited understanding of their responsibility to find out if association with an unsuitable person may disqualify them. However, safeguarding is effective because committee members do not have close or unsupervised contact with children. All staff complete safeguarding training, so they know what to do should they have any concerns about a child. The supervisor monitors staff practice, to identify and address any training needs. She analyses and reflects on the progress of individual and specific groups of children. However, staff do not always focus enough on teaching children what they need to learn next. As a result, children do not always achieve the next steps in their learning as quickly as possible.

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

Staff understand, and use, a wide range of effective teaching strategies. They make sure that during group time, children benefit from regular opportunities to get to know each other and develop their confidence. During such times, children learn to listen, to understand language, to speak, to explore rhythm, to count and to increase their knowledge of letters sounds. Staff provide good support for children who speak English as an additional language and those who need extra help with their communication skills. For example, staff use visual aids and basic signing with them, which promotes the use of actions to support the spoken word. Staff encourage children to recite their favourite rhymes with actions, and then to express these with their own marks which they display on the pre-school wall. Children enjoy making dough and observing how the ingredients change when they mix them together with their fingers. During such activities, staff encourage children to talk about their observations and to take turns. Staff support children well so that they develop the skills they need in readiness for school.

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

Leaders and managers of the pre-school do not promote children's welfare at all times. However, staff promote children's learning well during snack times. For example, children peel and cut their own fruit and spread butter on their toast. Staff use successful strategies and positive role modelling to help children behave well.

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

Children are continually involved and focused in their play. They initiate games with adults and other children, such as guessing what is in a bag. Children are confident at recognizing the initial sounds of the objects hidden in the bag. They concentrate well, as they pour coloured water into a jug and use the pipettes to suck up the liquid and place droplets into a range of containers. Children paint at the easel. They are self-assured and happy and seek out others to share experiences and admire their finished work.

## Setting details

<b>Unique reference number</b>	EY474626
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1071805
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Ladybird Pre-School (Chinnor) Committee
<b>Registered person unique reference number</b>	RP904703
<b>Date of previous inspection</b>	16 July 2014
<b>Telephone number</b>	01844 353538

Ladybird Pre-School (Chinnor) re-registered in 2014. It has been operational for 27 years. It is managed by a non-profit incorporated voluntary association. The pre-school employs nine members of childcare staff. Of these, one holds qualified teacher status, three hold appropriate early years qualifications at level 3, and four hold an appropriate early years qualification at level 2. The pre-school opens from Monday to Friday, 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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