

# Ladybirds Nursery School

Fourth Littlehampton Scouts, Linden Park, LITTLEHAMPTON, West Sussex, BN17 7BH



## Inspection date

24 January 2018

Previous inspection date

2 February 2017

<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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager and staff do not have a clear picture of how well individual or all groups of children who attend the pre-school are progressing. This means that children are not sufficiently challenged by opportunities provided.
- Self-evaluation processes are not fully effective in identifying and targeting all weaknesses in practice to ensure good outcomes for children.
- Staff do not maintain an accurate daily record of the children's names and their hours of attendance as required and so staff cannot be sure of the number of all children present.
- Systems to observe and monitor the quality of teaching are not in place, and as a result teaching is inconsistent.

### It has the following strengths

- The manager and staff work closely with parents, other professionals and local schools to maintain consistency in all children's care, learning and development.
- Parents speak highly of the pre-school and value the support that the staff offer their children.
- Staff provide opportunities for children to extend their imagination and express their creativity through play. For example, children use the equipment provided to pretend to be their favourite superhero.

## 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>
■ develop systems to improve the quality of teaching to ensure that it is of a consistently good standard	23/04/2018
■ develop self-evaluation processes further to consistently identify and address all areas for improvement	23/04/2018
■ maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance, to help keep them safe and accounted for in an emergency.	23/04/2018

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

- improve the arrangements for monitoring children's progress and include how well different groups of children are achieving and identify and close any achievement gaps.

### Inspection activities

- The inspector held meetings with the manager during the inspection.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector talked to parents who were available on the day of inspection and took account of their views.
- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector sampled a range of documentation, such as evidence of staff suitability records and accident records.

### Inspector

Lisa Fountain-Johnston

## Inspection findings

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

Safeguarding is effective. The manager implements thorough recruitment procedures for new staff and ensures all staff remain suitable to work with children. Staff have a secure knowledge of child protection and know how to identify any children who may be at risk of exposure to extreme ideas or behaviours. The manager's evaluation of practice has not been rigorous enough to identify area for improvement within the pre-school. Supervision arrangements for staff have been recently reviewed. However, plans for these have yet to be implemented.

### **Quality of teaching, learning and assessment requires improvement**

Staff make good use of opportunities to promote children's physical skills. For example, Children develop gross motor skills as they play balls games. Although staff observe children as they play, they do not consistently make accurate assessments of children's progress. Staff do not take enough account of children's interests and abilities when planning activities. Staff do not tailor activities at the right level of challenge to meet the individual needs of children. For example, during snack time, children count the amount of grapes but staff do not extend children's interest in numbers and counting. Some staff engage and interact with children well, using effective questioning to help children think for themselves. For example, during an animal matching game, children are given opportunities to discuss the animal's natural habitat.

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

Children arrive happily. They confidently wave goodbye to their parents and settle quickly, with reassurance from their key person. Staff offer kind words to those children who are less sure and just settling into the pre-school. The key-person system works well and children form close bonds with the staff. Children are taught the benefits of having a healthy lifestyle and have daily opportunities for exercise, indoors and outside. On occasions during the session, younger children become withdrawn and easily distracted due to the organisation of whole group activities.

### **Outcomes for children require improvement**

Not all children make the best progress possible in their learning due to inconsistencies in the quality of teaching. Nevertheless, children gain some skills that prepare them for the next stage in their learning and for their move on to school. For example, they develop independence with self-care skills, such as putting on their coats and hats to go in the garden. Older children develop their early reading and writing skills well as they enjoy exploring a range of books with their peers.

## Setting details

<b>Unique reference number</b>	EY448621
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1117611
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Ladybirds Littlehampton Limited
<b>Registered person unique reference number</b>	RP531702
<b>Date of previous inspection</b>	2 February 2017
<b>Telephone number</b>	07557 375 054

Ladybirds Nursery School re-registered under new management in 2012. It operates from a scout hall in Littlehampton, West Sussex. The nursery opens five days a week, during school term times, from 9.00am to 3.30pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs six staff. Five member of staff are employed, four of whom hold appropriate early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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