

# Ladybirds Pre School

Bunyan Meeting Rooms, High Street Elstow, Bedford, Bedfordshire, MK42 9XP



<b>Inspection date</b>	5 March 2018
Previous inspection date	9 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- There are weak procedures in place for confirming the ongoing suitability of staff. This compromises children's safety.
- The roles and responsibilities of the committee members who lead the pre-school are not clear. Lines of reporting safeguarding concerns are not communicated to staff.
- There is no consistent programme of supervision for staff and the provider has failed to supervise the work of the manager. As a result, the quality of the pre-school has declined.
- Assessments of children's learning are not always accurate. In particular, staff do not track the starting points and progress for children who have special educational needs and/or disabilities. Staff are unaware of their stage of development and cannot plan effectively to support their learning and progress.

### It has the following strengths

- Parents find out about their children's activities when they attend the stay-and-play sessions. This helps them to feel included in their child's learning.
- Children form close relationships with their key person.

## 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>
<ul style="list-style-type: none"> <li>■ improve arrangements for checking the ongoing suitability of all staff who work at the pre-school</li> </ul>	30/04/2018
<ul style="list-style-type: none"> <li>■ establish clear lines of reporting for staff to ensure they know who to report any safeguarding concerns about a child's welfare to</li> </ul>	30/04/2018
<ul style="list-style-type: none"> <li>■ improve the arrangements for the supervision of staff, including the manager, to ensure they fulfil their roles and responsibilities effectively</li> </ul>	30/04/2018
<ul style="list-style-type: none"> <li>■ ensure that assessments of children's learning are accurate and used to plan suitable activities to support their progress, particularly for children who have special educational needs and/or disabilities, to help them make good progress.</li> </ul>	30/04/2018

### Inspection activities

- The inspection was prioritised following a risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with an early years practitioner.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding children are not effective. The provider does not reliably check the ongoing suitability of staff. There are no arrangements in place for checking that students and staff who work through an agency remain suitable to work with children. The committee takes responsibility for leading the pre-school, however, their roles are not clear and staff do not know who they should report to in the event of any issues. In addition, the provider does not make sure that staff are clear about the procedures to follow in reporting any safeguarding concerns that they may have about a child's welfare. This poses a significant risk to children's safety. Despite a recommendation raised at the previous inspection to improve, staff supervision is still weak. The provider does not monitor the manager's work and she has had no opportunity for supervision meetings or coaching for her role. Staff do not receive regular support or guidance about how to improve their performance. A lack of strong, knowledgeable leadership and direction has led to a sharp decrease in the quality of the provision for children. Staff complete some training, such as completing first-aid qualifications. Staff are suitably deployed to meet ratios and supervise children as they play. They make suitable assessments to identify and minimise risks to children in the physical environment.

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

Assessments of children's learning are inconsistent. Staff do not track children's progress effectively, which means they do not recognise when children need extra support, for example, in their communication and language development. This places some children at a significant disadvantage. Some children enter the pre-school working below expectations for their age. Staff do not identify the starting points of children who have special educational needs and/or disabilities. They do not assess their correct stage of development. Consequently, they are unable to plan effectively to support their progress. A lack of swift intervention due to staffing issues further compounds the poor learning experiences that these children receive. Nevertheless, staff support young children's mathematical development. They teach children about size, shape and colour as they play with stacking cups and rings. There is a range of toys and equipment available for children, including textured materials, such as sand and water.

### **Personal development, behaviour and welfare are inadequate**

Significant weaknesses in leadership and management have a negative impact on children's well-being. Staff do not encourage all children to reach their full potential. Nevertheless, children appear settled and content. When children first arrive, staff are quick to comfort and reassure them. Staff meet children's personal needs with sensitivity and discretion. Outdoors, children explore a range of equipment that helps them to develop their muscles and remain active. At lunchtime, children sit with staff and they talk together.

### **Outcomes for children are inadequate**

Weaknesses in teaching mean that children are not equipped with all the essential skills they need to move on to school. Some children make very little progress in their learning

and development. For some children, the gaps between their development and their peers widens. A lack of focus on supporting children to develop communication and language skills means some children cannot express themselves or their feelings. Despite this, children are starting to develop friendships at the pre-school. They are accepting of staff's support in helping them to behave well.

## Setting details

<b>Unique reference number</b>	219245
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1126034
<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 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Elstow Pre School Committee
<b>Registered person unique reference number</b>	RP518971
<b>Date of previous inspection</b>	9 March 2016
<b>Telephone number</b>	07748 796051

Ladybirds Pre School registered in 1991. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The pre-school opens each weekday, except for Thursdays, during term time only. Sessions are from 9am to midday and from midday to 3pm, with the option of a lunch club between 11.30am and 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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