

Inspection date

27 March 2018

Previous inspection date

15 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 does not always use her observations of staff's practice to provide accurate and evaluative feedback to further improve their teaching skills.
- Staff do not regularly make effective assessments of the activities the setting provides and how well they are meeting the learning needs of all children to identify where improvements should be made.
- Children do not have sufficient opportunities to practise and develop their speaking skills, in particular, to initiate conversations and to ask questions.

It has the following strengths

- Staff have attended health and safety training and as a result, improvements have been made to the risk assessments for the setting and for outings.
- Staff are friendly, caring and attentive to children. Children are settled, happy and enjoy their time at the setting.
- Staff promote children's health and physical fitness effectively. They provide frequent opportunities for children to be energetic in the large halls and outdoors.
- Children with additional needs are supported well. Staff work with other agencies to ensure that individual plans are made and used. As a result, these children make good progress.
- Parents and carers appreciate the support the manager and staff provide. Parents value the on-line information sharing system. They praise staff for the regular updates that help them to learn about what their child is doing and enjoying.

What the setting needs to do to improve further

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

- improve the evaluation of observations of activities to provide accurate feedback to staff to further improve their teaching skills
- improve how staff evaluate the activities the setting provides and how well they are meeting the learning needs of all children to identify where improvements should be made
- provide more opportunities for children to develop their speaking skills in particular to initiate conversations and ask questions.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and members of the committee.
- The inspector spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessments and safety records.
- The inspector checked evidence of suitability and qualifications of staff and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Williamson

Inspection findings

Effectiveness of the leadership and management requires improvement

Committee members have improved their knowledge and understanding of their legal responsibilities. As a result, they are active in monitoring the manager and staff. For example, there are regular meetings to assess the effectiveness of the risk assessments. Concerns that emerge are addressed well. Safeguarding is effective. The manager and staff understand their responsibilities to protect children's welfare and demonstrate a suitable knowledge of safeguarding issues. Children benefit from the liaison between the setting and local schools. For example, staff welcome visits from teachers to share valuable information before children start school. The manager tracks the progress of all children. Although she identifies where improvements could be made, she has not yet introduced all of the changes.

Quality of teaching, learning and assessment requires improvement

Generally, staff make good assessments of what children know and can do. They use this information to plan an interesting range of activities and experiences. Staff identify which children could benefit from planned activities. For example, children who need to improve their pencil control, are provided with opportunities to develop their finger muscles. They learn how to successfully use a peg to hang up paintings to dry and how to squeeze water out of small sponges. Staff use a range of resources to extend children's mathematical development. For example, children enjoy a counting game, they correctly recognise numerals and count out marshmallows to place on the picture of a hot chocolate drink. However, the quality of teaching is inconsistent. For example, staff's poor questioning skills do not encourage children to think and talk about their own experiences. As a result, children are not making as much progress as they could.

Personal development, behaviour and welfare require improvement

Staff encourage children to learn how to manage risks and follow boundaries for their safety. For example, children learn how to safely carry a chair across the hall. Staff explain to children about turn taking and sharing and as a result, most children behave well. Staff use gentle encouragement to teach routines, such as singing a happy song when it is time for children to sit together. Children respond well to this. However, staff do not always identify the needs of all children or provide sufficient guidance. For example, weaknesses in how staff manage some children's disruptive behaviour means others are unable to take part in activities. As a result some children, in particular those with poor behaviour, dominate play.

Outcomes for children require improvement

Generally, children gain skills they need for their move onto school. They enjoy being social and gain independence. For example, children place their cup and plate on the trolley at the end of snack time. Children learn that their views count. Such as, voting which healthy snack they would like for the following week. However, inconsistency in teaching means not all children make the best possible progress. For example, sometimes quiet children do not take part in group activities. Additional funding is used well and extra resources are provided to develop identified interests and learning needs.

Setting details

Unique reference number	EY465769
Local authority	Dorset
Inspection number	1122281
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	37
Name of registered person	Ladybirds Playschool LTD
Registered person unique reference number	RP532813
Date of previous inspection	15 November 2017
Telephone number	01202621570

Ladybirds Playschool LTD registered in 2013. It operates from the community centre in Upton, in Poole, Dorset. The playschool is open during term times on Monday to Friday from 8.45am to 2.45pm. The playschool is in receipt of funding for the provision of free early education for children aged two, three and four years. They employ seven members of staff to work with the children. Of these, five hold early years qualifications at levels 2 and 3 and the manager holds early years professional status.

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