

# Ladybirds Preschool

Keelby CP School, Manor Street, Keelby, Grimsby, South Humberside, DN41 8EF



## Inspection date

3 May 2018

Previous inspection date

8 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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, staff and committee have worked hard since the last inspection to address the actions raised. As a result, all committee members have now had their suitability checked by Ofsted and children are safeguarded. The manager and committee members have increased their understanding of the legal requirements.
- Children form close bonds with the kind and caring staff and they share many happy times together. Staff cuddle children when they are upset or unsure about new experiences. This reassures children and helps them to feel safe and secure.
- The manager and staff work in close partnership and together they form a strong team. They communicate effectively to meet children's needs and support one another.
- Children enjoy the time they spend at this happy and welcoming pre-school. They explore the activities and resources with enthusiasm and know the routines of the session and the expectations of them. Children's behaviour is excellent. They learn from the staff who are positive role models, encouraging manners and kindness to all.
- Parents speak highly of the setting, saying they feel, 'Fully included by the staff'.

### It is not yet outstanding because:

- The manager does not always monitor staff's teaching practice as effectively as possible to enable her to support staff to raise the quality of teaching to an even higher level.
- There is potential for staff to build on the ways they teach children about different people and communities to develop their understanding of the wider world further.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to more effectively identify how to raise the quality of teaching to a higher level
- enhance children's experiences of people and communities and the wider world to give them more opportunities to make additional progress in their learning and development.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and a member of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Clare Johnson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their responsibilities regarding child protection and know the action they must take if they have any concerns about a child in their care or a colleague. Recruitment procedures are robust to ensure all staff are suitable to work with children. The environment is safe and staff deploy themselves effectively indoors and outdoors, ensuring children are supervised at all times. Staff work in close partnership with parents to support children's care and learning. They have strong links with the school on site. Staff share information to support children when they make the transition to school. The manager and staff are good at identifying areas for improvement. The staff team is well qualified and has regular access to training. This has a positive impact on the outcomes for children.

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

Staff plan and provide a wide range of activities and experiences for children based on their interests and developmental stages. Children's progress is assessed accurately and used to plan for their next steps. Staff use effective teaching strategies to engage children in learning. For example, when making miniature greenhouses, staff ask children many open-ended questions to develop their thinking skills and their own ideas. Staff teach children through play. Children enjoy learning about the life cycle of a caterpillar and then relate this information to the process of flowers growing and germinating. Staff are skilled at knowing when to engage with children and support them and when to stand back and allow children to 'have a go' themselves. They pay close attention to creating an enabling environment for children to explore.

### Personal development, behaviour and welfare are good

Children's good health is promoted by staff. For example, they are provided with a range of nutritious snacks. Children's independence is well supported as they pour milk and water into their cups. Children have daily opportunities for physical play outside. They enjoy competing in running races and going up and over the hill and crawling through the tunnel. Children learn to take responsibility for their own and others' safety when lifting and rolling some heavy tyres. Staff remind them to communicate with each other to ensure they stay safe. Staff are sensitive to children's individual needs and their personal, social and emotional development is fostered well.

### Outcomes for children are good

All children, including those who receive funded early education, make good progress in relation to their starting points. Children are confident speakers. Their vocabularies are increased as staff introduce many new words to them. Children's communication and language skills develop further through group times as they concentrate hard when listening and take turns to speak. They are supported sensitively to settle in when they first start and are prepared well for when they leave pre-school to move on to school.

## Setting details

<b>Unique reference number</b>	EY317986
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1122003
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Ladybirds Preschool Committee
<b>Registered person unique reference number</b>	RP517271
<b>Date of previous inspection</b>	8 January 2018
<b>Telephone number</b>	01469561100

Ladybirds Preschool registered in 2006. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The pre-school opens from Monday to Friday, during school term time. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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