

Ladybirds Pre-School

Village Hall Playgroup, Salmons Lane, Thorrington, Colchester, CO7 8HQ



Inspection date	14 May 2018
Previous inspection date	30 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff work very hard each day to set up an exceptionally rich and varied environment, indoors and outdoors which enables children to explore freely and make discoveries about the world around them. Children show a very positive attitude to learning, are inquisitive, eager to join in activities, concentrate and engage well.
- The provider offers very strong leadership. She is highly committed to the development of the pre-school, constantly reviewing and evaluating the provision and considering the impact developments are having on the outcomes for children.
- Teaching is good and some aspects are outstanding. The staff team is passionate about the support they give to all children and ensure they are well prepared for their next stage in learning. Partnership working with external agencies is a key strength and highly effective in ensuring that all children receive the support they need.
- Parents are fully involved in the life of the pre-school. They speak extremely highly of the care their children receive and how well pre-school staff support families. Staff are very successful in engaging parents in their children's ongoing learning and guiding parents so they can effectively support their children's learning at home.
- The very successful key-person system helps to ensure that all children are emotionally well prepared to learn, particularly those who are new and settling into the pre-school.

It is not yet outstanding because:

- Staff do not consistently encourage children to develop their thinking skills and express their own thoughts and ideas.

What the setting needs to do to improve further

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

- enhance staff's understanding of effective questioning techniques to help children develop their thinking skills and express their thoughts and opinions.

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 provider.
- The inspector held a meeting with the provider. 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 read written testimonials parents provided, taking into account parents' views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify signs that children might be at risk of harm. They know what they must do to report their concerns and keep children safe. The provider has effective procedures in place to ensure she deals with all concerns quickly and effectively. Recruitment procedures are robust to ensure only those suitable to work with children do so. The provider also checks on staff's continued suitability to work with children. Staff are valued at the pre-school and work closely together. They are well qualified and the provider supports them to access further training to develop their knowledge and skills. Staff are encouraged to bring new ideas into the pre-school to promote its continued development. Staff seek children's views. They ask children what resources they would like to play and whether they enjoyed planned activities. This ensures that staff tailor opportunities so these are interesting and engaging for children.

Quality of teaching, learning and assessment is good

Staff know the children well and make ongoing assessments of their abilities. They skilfully plan for children's continued learning, using their good knowledge of how children learn and develop. Older children show good levels of concentration and determination to achieve their goals. For example, they construct competently following pictorial diagrams and proudly show off their achievements. Staff join in children's activities enthusiastically, model language well and initiate conversations to encourage children to talk. Children enjoy many opportunities to be imaginative and creative. Older children are keen to show their emerging writing skills. They pretend to write shopping lists during role play and some children are confident enough to write their name on their artwork. Staff weave mathematics into activities. For example, they encourage children to count, compare size and amount as children help to make dough.

Personal development, behaviour and welfare are good

Children bond well with the friendly, caring staff. They are happy, confident and thrive in the pre-school environment. Staff enthusiastically praise children's efforts and achievements to promote their self-esteem. They encourage children of all ages to be independent in their self-care. For example, children dress themselves, wipe their own noses, serve themselves snack and clear away after. Children thoroughly enjoy playing and learning outdoors. They learn good practices that help to keep themselves and others safe. For example, they know to use walking feet indoors and help staff to check that safety measures are in place before they go outdoors.

Outcomes for children are good

Children make consistently good levels of progress from their starting points. Those children who speak English as an additional language develop effective social and communication skills to help them be ready for school. Children develop secure friendships. They manage their behaviour well, share resources and are considerate of the needs of others. They develop good early literacy and mathematical skills.

Setting details

Unique reference number	EY436427
Local authority	Essex
Inspection number	1065769
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	Ladybirds Pre-School Ltd
Registered person unique reference number	RP516107
Date of previous inspection	30 September 2013
Telephone number	07592-344367

Ladybirds Pre-School registered in 2011 and is privately run. The pre-school is open on Monday, Tuesday, Thursday and Friday from 8.30am to 3.30pm, during term time only. The pre-school employs six members of staff. All staff hold an appropriate qualification to level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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