

# Ladybirds Pre School

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



## Inspection date

11 June 2018

Previous inspection date

5 March 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

- Managers have worked in partnership with staff to prioritise actions and implement pertinent improvements. These sustainable changes have been key to the significant development of the pre-school since the last inspection.
- Managers and staff complete training and put any new knowledge into practice. They now respond more effectively to children's body language, especially children who do not communicate verbally, and so offer more appropriate individual support.
- Staff build professional partnerships with parents. Parents report that they appreciate the nurturing, welcoming environment that staff create and the wide variety of play opportunities they offer children.
- Staff support children well in learning to manage their behaviour. For example, they help children to discuss and resolve any disagreements and to organise fair turn-taking.
- Improved assessment and planning procedures mean that children now enjoy challenging activities and make good progress in their learning. Managers rigorously check this progress and quickly address any weaker areas.

### It is not yet outstanding because:

- Staff do not offer many outdoor learning opportunities to fully extend the development of children who prefer to play and learn in this environment.
- Staff do not consistently support parents as much as possible in building on their children's learning at home.

## What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities
- extend the support offered to parents in extending their children's learning.

### 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 to staff and children at appropriate times throughout the inspection. She completed a joint observation with the early years manager.
- The inspector held a meeting with the early years manager and the office manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Kelly-Anne Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

Managers use their qualifications well to inform practice and have successfully addressed the actions from the last inspection. All staff now receive effective supervision, which aids them in understanding how to support children. Managers evaluate all areas of the pre-school, using this information to make relevant changes. Arrangements for safeguarding are effective. Staff complete regular training so that they understand possible threats to children's welfare and are clear about how to report any concerns. Improvements to the procedures for checking the suitability of all staff further ensure children's safety and welfare. Managers maintain a good understanding of each child and use additional funding well to support their development. Staff work effectively with other childcare providers, helping to ensure that children's care is consistent.

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

Children participate in exciting activities that support their learning. For example, they develop early writing skills as they make treasure maps. Staff speak clearly to children and talk with them about topics they know interest them. This particularly supports children who speak English as an additional language and aids them in developing good communication skills. Staff ask children questions that encourage them to think further. This is one of the ways in which they help children to build their skills in solving problems. For example, a staff member wonders how they can get water from the water butt to the role-play car wash. Children eagerly work out how to join pipes to redirect the water. Children develop their understanding of mathematics and learn to use this knowledge. Children engaged in role play draw a clock and add 'alarms' at set times.

### Personal development, behaviour and welfare are good

Staff make good use of the key-person system to gather initial information from parents about children's needs. They use this information well. For example, children feel comforted when they look at the books staff have made for them containing photographs of family members. Children quickly build secure bonds with staff, instinctively turning to them for support and guidance. Children gain a good understanding of how to keep themselves safe and healthy. They learn to use cutlery and tools and enjoy tasting different types of fruit at snack time, discussing how these benefit their bodies. Staff encourage children to talk about their work, offering praise and helping them to see their progress. These sensitive practices help build children's confidence and their positive attitudes.

### Outcomes for children are good

All children make good progress and develop essential skills in readiness for school. They learn to work together to achieve results. For example, children share out the pieces of a large shape-sorter puzzle. They fit these into the correct places and are so pleased that they invent a further activity. They carefully stack the pieces to make towers, naming each shape as they go. The good staff support means that children who have special educational needs and/or disabilities actively participate in these learning opportunities.

## Setting details

<b>Unique reference number</b>	219245
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1132907
<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>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Elstow Pre School Committee
<b>Registered person unique reference number</b>	RP518971
<b>Date of previous inspection</b>	5 March 2018
<b>Telephone number</b>	07748 796051

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

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