

# Ladybird Pre-School Limited



Manor School Grounds, Lydalls Close, Didcot, Oxfordshire OX11 7LB

<b>Inspection date</b>	6 September 2018
Previous inspection date	7 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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

### The provision is good

- Children settle quickly, and staff offer comfort and reassurance to children who need extra support when separating from their parents.
- Parents are complimentary about the pre-school and say how much their children enjoy attending.
- Good opportunities are available for children who start at the pre-school with attainment lower than those of other children. Staff plan focused activities tailored to their specific needs, which helps to close gaps in learning.
- Leaders and managers monitor children's development carefully. They support staff routinely with the assessment and planning processes to help all children make good progress overall from when they first start.
- The quality of teaching is good, overall. Staff make suggestions, demonstrate new skills and talk to children routinely as part of their play.
- Leaders and managers support staff effectively to understand and follow safeguarding procedures.
- Leaders and managers work with staff, parents and children to reflect on practice and identify areas for further improvement.

### It is not yet outstanding because:

- At times, staff overlook opportunities to challenge children's thinking fully or encourage them to consider how to solve problems.
- On occasions, staff limit children's independence and they do things for children that they could try to do for themselves.

## What the setting needs to do to improve further

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

- extend ways to challenge children's thinking and encourage them to solve problems to build on their learning as effectively as possible
- increase opportunities for children to do things for themselves to further develop their independence.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed joint observations with managers.
- The inspector talked to managers, staff, key persons, parents and children at appropriate points during the inspection.
- The inspector looked at children's assessment records and evidence of staff suitability and qualifications.

### Inspector

Gill Little

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and managers take effective steps to provide a safe environment and they respond appropriately to any accidents or incidents. Staff supervise children well. They support them successfully to learn how to stay safe, such as teaching them how to balance when using physical play equipment. Leaders, managers and staff have a good understanding of safeguarding procedures. They know how to identify and respond to any concerns about children's welfare. Leaders and managers model effective teaching methods to the suitable and well-qualified staff team to develop their professional knowledge and understanding. For example, following training, staff lead successful small-group activities to help children develop better communication and language skills.

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

Staff work closely with parents to find out about their children's individual needs and capabilities when they start in the pre-school. They keep parents well informed of their children's progress and provide ideas for activities to support learning at home. Staff work well in partnership with staff at other settings and external agencies to achieve good levels of consistency in children's care and learning. They generally support children's learning well. For example, staff teach children how to use funnels as they explore filling containers with water. They encourage them to notice how colours combine during a creative activity. Staff encourage children to talk about their play and experiences, and to express their ideas and feelings.

### Personal development, behaviour and welfare are good

Children develop positive relationships with staff. They help children to feel secure and safe. Staff provide good opportunities for children to make their own choices and explore the stimulating play environment. They are good role models and support children effectively to understand behavioural expectations. Staff tend well to children's welfare needs, ensuring that they change nappies routinely and provide children with healthy food and drinks. They teach children about healthy lifestyles successfully, for example, staff help them to understand the importance of drinking water in hot weather. They prepare children well for school and help them to develop a good understanding of relevant routines.

### Outcomes for children are good

All children make steady progress from when they start in the pre-school. This includes children who have special educational needs and/or disabilities and those who speak English as an additional language. Children enjoy physical play that helps them develop muscle control, such as building an obstacle course and learning to walk across a plank. They enjoy pouring and mixing using a range of media, and they learn about change and how to make predictions. Children develop a good awareness of mathematics as they count, talk about shapes and use relevant language. They enjoy stories, making marks and recognising letters to support their early literacy development.

## Setting details

<b>Unique reference number</b>	EY245317
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10070543
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	50
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Ladybird Pre-School Limited
<b>Registered person unique reference number</b>	RP906504
<b>Date of previous inspection</b>	7 July 2015
<b>Telephone number</b>	01235 519990

Ladybird Pre-School Limited registered in 2003. It is run by a company under the same name and is one of two settings operated by the same provider. The pre-school is open from 8am until 6pm offering pre-school sessions during school term times from 9.15am to 3.15pm, and before- and after-school care for children aged two to 11 years. A holiday club runs during school holidays, except for Christmas and bank holidays. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It employs 19 staff and of these 16 hold qualifications at levels 2, 3, 6 or early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

