

Ladybird Kindergarten

Little Warley & Childerditch Village Hall, Magpie Lane, Little Warley,
BRENTWOOD, Essex CM13 3DZ



Inspection date	21 May 2019
Previous inspection date	6 January 2016

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

This provision is good

- Children form close relationships with staff. This helps them to feel safe and secure. Children identify their names on entry to the building. This gives them a feeling of belonging and helps to develop their literacy skills in readiness for school.
- Staff build close and effective partnerships with parents. Parents are enthusiastic in their praise of the staff and the care and teaching they provide for children. Staff encourage parents to become involved in the life of the kindergarten and to support their children's learning at home.
- All children make good progress in their learning. Children with special educational needs and/or disabilities receive excellent care. Staff work closely with parents and other professionals to ensure that children receive the support they need to achieve to the best of their ability.
- Children develop good communication and language skills. They hold conversations with each other and with staff, and talk about their friends' birthdays and their ages. Children extend their own learning. They make pretend cakes from dough and pretend to blow out candles made from dried pasta.
- Managers and staff evaluate the effectiveness of their teaching and the activities they provide. They seek the views of parents, children and other professionals when planning for ongoing development and improvement.
- Monitoring systems are not consistent enough to ensure that assessments of children's learning are totally accurate and any gaps in teaching are identified as quickly as possible.
- Children do not always have opportunities to explore and use information and communication technology.

What the setting needs to do to improve further

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

- strengthen monitoring systems to ensure that all assessments of children's learning are accurate and any gaps in teaching and learning are identified early
- expand and develop children's access to information and communication technology to extend their understanding of the world to the highest level.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's developmental records, policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

The manager and staff work well together as an effective and cohesive team. They are happy and confident in their roles. Staff receive regular supervision and training to support their professional development. Recruitment of new staff is robust. The manager makes regular checks to ensure that all staff continue to be suitable to work with children. Safeguarding is effective. Staff are confident in their roles and fully understand their responsibilities to protect children. They follow strict guidelines for recording and reporting any concerns about children's well-being. Staff carry out rigorous risk assessments of the play environment and on outings. They teach children about dangers and how to keep themselves safe.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities to promote children's learning. They observe children at play and understand what they need to learn next. Resources are changed frequently according to children's interests and needs. Staff give children a lot of individual attention. They extend their learning as they play. For example, as children fill and empty containers with water, staff ask them how many small cups they need to fill a large pot. Children are engrossed as staff read stories with enthusiasm. They learn about authors and illustrators of books and enjoy exploring objects that relate to the story. Children gain confidence to speak out in a group. They are proud to show the inspector how they can write the letters in their name.

Personal development, behaviour and welfare are good

Children are physically active. They enjoy playing outdoors. Children play hopscotch and learn about numbers. They race in their cars and make castles with sand. Children play happily together and make good friendships. They help each other and learn to take turns and share. Staff set realistic expectations of children's behaviour and teach them good manners. Children are imaginative. They pretend they are shopkeepers selling pretend fruits and vegetables. Staff provide children with fruit for their snack and they teach them about the benefits of eating healthily. Children learn how their breathing and heart rate are faster after exercise and dancing, and why this is good for their health.

Outcomes for children are good

Children are independent learners. They make choices and lead their own play. Children make up stories together. They use soft toys and puppets to re-enact scenes from their imaginary play. Children develop good skills that prepare them well for the next stage in their learning and school. They share books together and know that written words have a meaning. Children recognise numbers, count in sequence and understand shapes and colours.

Setting details

Unique reference number	508724
Local authority	Essex
Inspection number	10072966
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Harvey, Christel Monika
Registered person unique reference number	RP512555
Date of previous inspection	6 January 2016
Telephone number	01277 212288

Ladybird Kindergarten registered in 1993. The kindergarten operates on Mondays, Tuesdays and Fridays from 9.15am until 12.15pm, and on Wednesdays and Thursdays from 9am until 3pm. There are four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The kindergarten provides funded early education for two-, three- and four year-old children.

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