

# Ladybirds Pre-school

Ladybirds Pre School, St. Francis Church Hall, Beatrice Road, SALISBURY  
SP1 3PN



<b>Inspection date</b>	24 June 2019
Previous inspection date	16 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The quality of teaching is not consistently good. Some staff do not make effective use of children's assessments and their interactions to challenge older children well and help them make the progress they are capable of.
- Management does not use staff supervision effectively to ensure staff develop consistently high standards of teaching.
- Staff do not adapt some group activities effectively to involve and engage the younger children well. At such times, these children lose interest and are not motivated to learn more.
- Staff miss some opportunities to develop children's understanding of good hygiene to support their health further.

### It has the following strengths

- Most children choose activities confidently to lead their own play and enjoy moving freely between the indoor and outdoor play areas.
- Children are settled and keen to attend. They develop warm relationships with staff to support their well-being.
- Staff undertake professional development which they use to support aspects of children's development. For example, staff use ideas from recent training to introduce strategies to improve children's behaviour. These include sand timers to prepare children for changes and stickers to celebrate their achievements.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
improve the quality of teaching and use of assessments to support children's learning consistently and to provide more challenge in their play	15/07/2019
improve the arrangements for staff supervision to ensure all staff develop consistently good standards of teaching.	15/07/2019

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

- review and improve the organisation of group activities to engage and motivate all children, with particular regard to younger children
- help children to learn more about good hygiene to support their health further.

### Inspection activities

- The inspector observed activities and the quality of teaching in the playroom and outdoor play area.
- The inspector sampled children's assessment records and planning documentation and talked to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of leadership and management requires improvement

The management team has recently introduced new systems to monitor the quality of the provision and staff's interactions, and the progress children make. However, these are not sufficiently effective and consequently the quality of teaching and use of assessments are not consistently good. Safeguarding is effective. The manager and staff understand the risks to children and the procedures to follow if they have any concerns. They work closely with other professionals to meet any additional needs children have, and keep parents informed about their children's development and well-being.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff assess children's development. However, not all staff use this information effectively or interact well to challenge older children further in areas where they are already competent. For instance, they do not all encourage children to think critically to solve problems and do not attempt to engage them in play when they wander around alone. This does not help to motivate these children to learn or build further on their development. Some staff extend children's ideas and learning, such as asking questions and making suggestions to encourage their ideas in imaginative games. As a result, children get involved in making pretend rocks from cushions to hop onto the climbing frame 'island' for safety. Meanwhile, a girl waves her arms and hisses as she tells them she is 'freezing the lava'. Other staff help children to learn more about size, quantity and movement in their play to build on their mathematical development.

### Personal development, behaviour and welfare require improvement

Staff do not use and adapt some group activities well to support the developmental needs of all younger children. For example, younger children become bored and do not engage during the very long circle time. This does not support children's enjoyment and motivation to learn. Staff maintain a safe and secure environment in which they supervise children closely at all times. They support children well to develop new physical skills. For instance, children learn how to balance as they walk on stilts and wobble boards. However, staff do not help children consistently to learn about some aspects of developing healthy lifestyles. For instance, they do not all guide children on how to manage sneezing hygienically and do not regularly clean some play equipment.

### Outcomes for children require improvement

Although most children make expected progress for their age, some children do not benefit from good teaching to challenge and engage them well in play. Consequently, these children are not motivated to learn and make the progress they are capable of. Overall, most children gain some of the skills they need for their future learning. Children of all ages develop independence as they learn to change their clothes and to manage their lunch boxes themselves. They enjoy reading books and older children learn about letters and sounds and how to write words.

## Setting details

<b>Unique reference number</b>	145917
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10113352
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Ladybirds Pre-school Committee
<b>Registered person unique reference number</b>	RP907621
<b>Date of previous inspection</b>	16 April 2015
<b>Telephone number</b>	01722 502234

Ladybirds Pre-school registered in 2001. It is located in Salisbury, Wiltshire. The pre-school is open during term time only from 9.15am to 3.15pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs six members of staff, of whom five hold early years qualifications at levels 2 to 3.

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.

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