

Inspection of Ladybirds Pre-school

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

Inspection date: 22 September 2021

| | |
|----------------------------------------------|----------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Children respond positively to the friendly, caring staff. They feel safe in the pre-school and are keen to explore the exciting play activities offered. Staff are keen to help children learn through their play. They work together well as a team to plan activities that build on children's existing abilities and interests. Staff extend children's exploration, language and understanding of the world effectively. For example, children become absorbed playing with a small-world farm activity. They push the tractors and trailers around in the soil and talk about the marks and patterns. They move the farm animals in and out of the toy trailers and learn the noises these animals make. Children talk about the farmers sowing seeds and learn how these grow. Children enjoy exercise. They follow the actions from favourite songs and stretch their arms, march up and down and shake their hands and feet. Children gain confidence climbing up onto the slide and then happily push themselves down. They stretch, bend and lift in the role-play construction area. They know they need to wear their 'hard hats' to keep themselves safe when playing in this area. Children learn appropriate behaviour expectations and play together well.

What does the early years setting do well and what does it need to do better?

- The manager and deputy manager have supported staff well to make improvements since the last inspection. They have worked together with the local authority to make positive changes. For example, staff have altered the outdoor play area to provide children with more space. They give clear focus to planning activities outdoors to motivate and challenge children's interests.
- Staff keep clear daily routines and provide a consistent approach to managing children's behaviour. They praise children often. Children feel valued and welcomed and show pride in their achievements.
- Children start to learn about early mathematical concepts, such as 'more' or 'less'. They become absorbed filling the weighing scales with dried pasta or fir cones and emptying these into containers. Children enjoy counting, such as the number of dinosaurs in a favourite story. They start to use their fingers to represent numbers. However, staff have not fully considered further ways to help children build on their counting skills, such as to start matching written numerals to quantity.
- Staff continue to develop their knowledge to help make continual improvements. They have completed training that has helped to raise their awareness of how to support children with special educational needs and/or disabilities.
- Staff are proactive in helping children explore their community. For example, they take children on the bus into town to go to the library or to a shop to get some food for their snacks.
- Children develop their imaginations well. For example, they stir, mix and pour

earth and water in and out of containers at the mud-kitchen area. They proudly carry a 'mud-pudding cake' to the manager explaining it is for her birthday.

- Staff form good relationships with parents and help them settle their children in well. They share information about children's progress with parents. However, at times, staff do not share a wide range of observations that cover all areas of children's learning to support parent's involvement as consistently as possible.
- Children develop a clear enjoyment of stories and rhymes. They enjoy listening to a favourite story about a duck or a donkey. They develop the language to express their ideas and eagerly anticipate repeated rhyming phrases. They enthusiastically join in with a great big 'roar' of a dinosaur.
- Staff encourage children to follow good personal hygiene routines. Children know to wash their hands before eating. They independently wipe their noses, knowing to put the tissues in the bin afterwards.
- Children learn about nature well through the activities provided. For example, they show great curiosity when they find a grasshopper on a 'bug hunt' and watch it hop around. They show a visitor the 'bug hotel' and explain which insects they have found in there. With interest, children explore natural resources, such as pine cones, leaves and conkers.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and understand the signs and symptoms that may indicate possible concerns about children's welfare. Staff are clear about procedures to follow should a concern arise, and they know the safeguarding agencies they need to liaise with to help protect children. The manager has completed safer recruitment training and has appropriate policies and procedures in place to ensure the suitability of those working with children. Staff complete risk assessments of the premises. For example, they have changed the arrangements for the arrival and collection of children due to the COVID-19 (coronavirus) pandemic. The manager and staff have identified that these arrangements provide better security for children at these times.

What does the setting need to do to improve?

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

- continue to develop the opportunities for children to recognise and match numbers to quantity in activities, to develop their mathematical awareness further
- strengthen procedures to keep parents more consistently well informed about their children's learning, to support their involvement further.

Setting details

| | |
|----------------------------------------------------|------------------------------------|
| Unique reference number | 145917 |
| Local authority | Wiltshire |
| Inspection number | 10114768 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 38 |
| Number of children on roll | 12 |
| Name of registered person | Ladybirds Pre-school Committee |
| Registered person unique reference number | RP907621 |
| Telephone number | 01722 502234 |
| Date of previous inspection | 24 June 2019 |

Information about this early years setting

Ladybirds Pre-school registered in 2001. It is located in Salisbury, Wiltshire. The pre-school is open during term time only on Monday to Thursday from 9.15am to 3.15pm and on Fridays from 9.15am until 12.15pm. 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 all hold early years qualifications at levels 2 to 3.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a tour of the setting and explained how the curriculum is delivered.
- The inspector and the manager completed a joint observation of an activity, and discussed the quality of teaching.
- A meeting was held with the manager and the inspector.
- The inspector observed children's interactions in play indoors and outdoors and discussed their learning and development with staff.
- A sample of documentation was viewed, including staff qualification and first-aid certificates.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021