

Inspection of Ladybirds Pre-school (Porchester Road)

The Scout Hut, Porchester Road, SOUTHAMPTON SO19 2JB

Inspection date: 8 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly. Staff are friendly, engaging and have deep bonds with children. This helps children feel safe and secure. Staff have high expectations for children. Children play cooperatively with each other. For example, they push cars back and forth between themselves.

Overall, children make good progress. They listen well to staff and have a good understanding of the boundaries. Children are repeatedly read to. They have favourite stories and they retell parts of the story confidently. Children bring their love of stories into their play. For instance, they look for snail shells out in the garden for 'Norman the slug' as they recreate the story. Children replicate their experiences in their play. For example, children set up a 'picnic' and use bean bags as 'crisp packets'. They expertly model the skills they have learned during lunchtimes. On this occasion, children demonstrate how to open the 'crisp packets' with a pinching movement.

Children have good understanding of how to keep themselves healthy. With adult support, they wipe their noses and wash their hands. Children have plenty of access to drinking water. Children know to put their empty cups into the bowl when they have finished. They take part in regular movement activities, such as yoga. This helps children build the skills they need for self-regulation.

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

- Staff have a good understanding about what they want children to learn. They also know what children can already do through regular discussion and observations. They use this knowledge to effectively build on children's learning and development.
- The manager frequently undertakes research to further extend her own professional development. The manager uses what she has learned to support children in their learning. For example, she focuses on teaching children to sit comfortably when they join in big group activities as she believes this will increase their concentration.
- The manager is passionate and determined that children with special educational needs and/or disabilities (SEND) will receive the support they need from outside agencies. She ensures that referrals are made in a timely manner. She provides extensive information to support each referral.
- Children are independent. They learn the skills needed through everyday routines. Children take off their own shoes and can put them back on when needed. They try and open their food packets during lunch. Children are praised frequently for their efforts.
- Staff support children's language development well. This is through gentle

repetition of key words. Staff also repeat words back to children clearly as they play together. Staff demonstrate they listen to children well. They repeat back their understanding of children's thoughts and views regularly.

- The manager devises strategies to support children with SEND; for example, the use of targeted adult support and the use of non-verbal language, such as signing. However, these strategies are not always implemented consistently by staff. This means that children's experiences may differ depending on the knowledge or experience of staff.
- Children are respected and their views valued. Children enjoy choosing the song for the morning group time and staff listen to their choice. Staff ask children before attending to their personal care. For example, staff ask children before they change their nappy.
- Parents speak incredibly highly of the communication they receive. They talk avidly about the support they receive from staff. Staff share ideas frequently to support children with their learning at home. This also includes the provision of resources, such as play dough.
- Children learn about a range of cultures and languages through their peers. They are excited to read books and use resources with characters that look like them. The manager celebrates everybody's culture as part of the curriculum.
- Children in receipt of additional funding make good progress. Staff use funding well to provide children with learning experiences that further support their learning and development. For example, staff provide story sacks and books for children to take home.
- The manager supports staff well. Staff regularly have supervision meetings to discuss their workloads and well-being. Staff comment positively on the support they receive. The manager enables staff to undertake training courses to further their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of her responsibilities as the lead for safeguarding. Staff know the signs and symptoms that may indicate that a child is at risk from harm. They are clear on the process to follow should a referral to outside agencies be needed. This includes when to make a referral. Staff have a good understanding of whistle-blowing and how to contact the local safeguarding partners, if necessary. Staff effectively demonstrate their knowledge of wider issues, such as radicalisation. They carry out regular risk assessments to ensure that any hazards are removed or minimised. For example, sand is regularly swept up.

What does the setting need to do to improve?

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

- strengthen the quality of education even further, with emphasis on developing staff's implementation of strategies in place to support children with SEND.

Setting details

Unique reference number	EY423715
Local authority	Southampton
Inspection number	10108775
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	26
Number of children on roll	39
Name of registered person	Ladybirds Pre-School Southampton
Registered person unique reference number	RP905172
Telephone number	0238 0431226
Date of previous inspection	24 June 2015

Information about this early years setting

Ladybirds Pre-School registered in 2010 and is located in the Portchester Road Scout Hut in the Woolston area of Southampton. The pre-school opens on weekdays during school terms from 8.45am until 11.45am and then from 12.30pm until 3.30pm. A lunch club is offered between sessions. The pre-school is in receipt of funding for early education for children aged two, three and four years. There are nine members of staff employed to work with the children, all of whom hold a relevant early years qualification. The manager has a relevant foundation degree.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager and staff during the inspection.
- Parents shared their views with the inspector through discussions.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.

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.

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