

Inspection of Ladybirds Playschool LTD

Community Centre, Poole Road, Upton BH16 5JA

Inspection date: 26 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and engage in activities that spark their interest and curiosity. Staff provide a good balance of adult-led activities that encourage children to join in with others to sing songs, share their thoughts and engage in conversation. Children move confidently around the indoor and outdoor play areas, engaging in activities that extend their learning. They learn to take safe risks in their play, for example when jumping off wooden structures outdoors. Staff are nearby to supervise and assess potential risks.

Managers and staff have developed a targeted curriculum that focuses on children's personal, social and emotional development, particularly their emotional well-being. Staff are clear about wanting children to become independent and confident in themselves and their relationships with others. Staff provide clear support, encouragement and activities that allow children to explore their feelings and help them to regulate their emotions.

Staff provide children with good opportunities to talk and share their thoughts and ideas during activities. They pose questions and provide time for children to solve problems, for example when looking at whether items will sink or float when playing with the water.

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

- Staff know the children well and provide caring support and engagement. They get down to the children's level and communicate well. They ask questions, giving children time to think and introducing new language. Children use their language confidently to express themselves, ask questions and share their thoughts. This successfully extends conversations about children's home life experiences, and children learn to listen. At times, some of the quieter children miss out on staff's support to help them learn and engage more in their learning.
- There are effective processes for self-evaluation to bring about changes that have a positive impact on children. Staff reflect daily on the success of activities and children's learning, to help them make changes as needed. Managers monitor the bigger picture to improve children's experiences overall. This has led them to extend children's interest in nature and healthy eating successfully by providing consistent opportunities for children to plant, grow and eat produce from their vegetable patch.
- The management team provides good opportunities and support for staff to attend training to improve the quality of their teaching. This has had a particular effect on how well staff understand the impact of the COVID-19 pandemic on children's emotional well-being. Staff support children to learn to recognise their emotions effectively. Children talk through how they feel, explore why, and find

ways to manage their emotions. Other activities, such as emotion cards, enable children to recognise a range of emotions in others.

- Staff provide children with good opportunities to be creative and construct their own designs, such as crowns. Children competently use scissors independently and safely to add interest to their creations. They talk about the Queen and how they will wear their crown when they visit her. Activities such as these help build the strength in children's hands in preparation for their early writing.
- Children have good opportunities to explore and experiment outdoors, particularly with water. They receive good staff support to measure, test their ideas and learn new language, such as 'floating', 'sinking', 'big', 'little' and 'heavy'. Children use the large wooden boxes to climb on. They mix potions with the water and plants they find. However, there are fewer opportunities for children to be more physically active in their play and learning.
- Children benefit greatly from effective small-group activities that target their learning needs well, for example to solve problems. For example, children explore a set of photo cards and learn to sequence them independently to show the process of putting shoes on or knocking over a row of dominoes. Staff give children the time and space to think this through themselves, and then engage them in good conversation to talk the process through.
- Staff manage children's behaviour well. From a young age, children learn to share, take turns and consider others. They are polite and kind. Staff are positive role models and interact kindly and sensitively with children.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and staff understand their responsibilities to safeguard children well. They are clear about what to look out for and the appropriate action to take should they have a concern about a child in their care. Regular training keeps their knowledge and understanding of wider safeguarding matters and procedures to follow should they have a concern about a colleague up to date. Staff ensure that they provide a safe and secure play environment for children. They follow effective procedures to ensure children can use the shared toilet facilities safely, avoiding contact with the public.

What does the setting need to do to improve?

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

- allow more opportunities for children to be more physically active
- provide more targeted support for the quieter children, to help them learn and engage more in their learning.

Setting details

Unique reference number	EY465769
Local authority	Dorset
Inspection number	10237933
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	39
Name of registered person	Ladybirds Playschool LTD
Registered person unique reference number	RP532813
Telephone number	01202621570
Date of previous inspection	12 March 2019

Information about this early years setting

Ladybirds Playschool LTD registered in 2013 and operates from the community centre in Upton, Poole, Dorset. The setting is open from Monday to Friday, 8.45am to 2.45pm, during term time only, with a breakfast club from 8.15am. The setting is funded to provide free early years education for children aged two, three and four years. There are six members of staff, all of whom hold early years qualifications from level 2 to foundation degree level.

Information about this inspection

Inspector

Janet Armstrong

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with the nominated individual, the manager and the deputy manager about the leadership and management of the setting.

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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