

Inspection of Ladybirds Kinderclass Ltd

St Andrew's Church Hall, Huntington Road, York, North Yorkshire YO31 9HU

Inspection date: 12 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this very welcoming pre-school. Children have wonderful relationships with staff, particularly their key person. These bonds help children to feel safe and secure. Children play happily together. They form positive friendships and show lovely behaviour towards each other. For example, when a child demonstrates how to draw a butterfly, they do a 'high five' when others do this as well. As a result, children form positive relationships.

Children have excellent opportunities to explore the woodland at the pre-school. They understand their meeting point is 'Terrance, the tree'. Children confidently collect tools such as small wagons and magnifying glasses to extend their exploration. For example, children put their minibeast hunting sheet in their wagons as they search around the woods for the matching pictures. They search on trees, under bushes and in the animal homes they have previously made. Children excitedly call out to friends when they find the corresponding pictures. Children have an excellent knowledge of the natural world around them.

Children are encouraged to develop their independence skills at every opportunity. Children butter their crackers and pour their drinks at snack time. They put on their coats and shoes to go into the woods. Children confidently ask staff for what they want or need. Children are becoming independent and confident.

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

- The pre-school staff put into place an effective curriculum that builds on what children already know and can do. This contributes to children being challenged and engaged in their play and learning, helping them to reach their full potential. For example, children recall the life cycle of the butterfly when making butterflies. Children use scissors to cut out filter paper. They draw symmetrical patterns on the wings, then watch the colours spread as they add water to the paper. Children are making good progress in their learning and development, including children with special educational needs and/or disabilities.
- Staff support children's communication and language at every opportunity. They use clear and consistent words. For example, as children discuss turtles, they describe them swimming in the sea and coming up to breathe. They explain that they come onto the beach to lay their eggs. As a result, children have excellent speech and language skills.
- Staff develop children's listening skills in preparation for learning phonics. For example, children carefully listen to recorded sounds and talk about what the sounds could be, matching them to corresponding pictures. They stop and listen in the woodland, identifying birds and cars passing by. As a result, children develop good listening skills.

- Staff continually introduce mathematics into children's play. They learn number recognition, repetitive patterns and measurement. For example, they count how many spots the ladybird has. They learn that matching patterns on each wing of the butterfly are symmetrical. Children count how many minibeasts they have found on their minibeast hunt sheet. They determine the size of a brick arch for a dragonfly to fly through by comparing sizes, such as 'too big' or 'too small'. Children gain a good understanding of mathematics from their play.
- The partnership with parents is good. They speak to staff as they pick up and drop off the children. Parents comment on the wonderful relationship the children have with the staff and their eagerness to attend pre-school. Staff keep parents informed about their child's routines and achievements. However, not all parents are clear about their child's developmental progress, which is accessible on the electronic app, or how to support their learning at home.
- The manager has a clear vision for the pre-school. Self-evaluation is effective and identifies clear intentions for the woodland in the future. The manager conducts regular staff supervision sessions. This gives staff the opportunity to receive advice and guidance in their roles, including safeguarding children and child development. Staff participate in training opportunities to further broaden their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to keep children safe. They know the signs and symptoms that may indicate a child is at risk of harm. They know who to contact to report any child protection concerns. If there are any concerns regarding the conduct of staff, they know they must contact the local authority designated officer. Staff's mobile phones are stored away during sessions. Staff use the setting's mobile phones that have no sim card to take photos of children and record their learning on their learning and development app.

What does the setting need to do to improve?

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

- find ways to ensure that parents understand developmental assessments on the app and how to support children's learning in the home.

Setting details

Unique reference number	321579
Local authority	York
Inspection number	10225944
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 at time of inspection	2 to 5
Total number of places	20
Number of children on roll	41
Name of registered person	Ladybirds Kinder Class Ltd
Registered person unique reference number	RP518343
Telephone number	01904 750363
Date of previous inspection	26 September 2016

Information about this early years setting

Ladybirds Kinderclass Ltd registered in 1992 and is located in Huntington, York. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications and the manager holds a qualification at level 6. The setting opens Monday to Friday, from 9am to midday, and from 12.30pm to 3.30pm, during term time only. A lunchtime club operates to link the sessions, if required. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Clark

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 and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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