

Inspection of Little Ladybirds Pre School/Early Birds & Night Owls Out of School Club

Northgate Primary School, Cricketfield Lane, BISHOP'S STORTFORD, Hertfordshire
CM23 2RL

Inspection date:

8 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

With a sense of pride, children enthusiastically welcome visitors into a warm, stimulating and endearing home-from-home environment. Children can take a break in softly lit, tranquil areas that are decorated with calm, neutral tones. Authentic resources spark curiosity and a love of learning, with meaningful play at the forefront. The curriculum intent and teaching vision is securely embedded throughout the staff team. Guided by the children's lead, staff are responsive to children's ideas, enabling them to feel empowered and play out their ideas in their own way. For example, a member of staff holds a shell to her ear and pretends to talk to a sea creature inside. Children roar with laughter. Their imaginations come alive as they excitedly talk to their own sea creatures before building a home for them inside some driftwood.

The management team has high expectations for children's behaviour and conduct. As a result, children's behaviour and attitude to learning is exemplary. Children are exceptionally polite and respectful to one another. Staff consistently praise and model good manners, fostering a positive and respectful culture. Children are often heard saying 'excuse me' when initiating conversations with peers and adults. Children are eager to join in, share and cooperate with each other. Children's self-esteem and confidence is enhanced, as they form caring friendships with children of different ages. Children feel safe and secure in this nurturing environment.

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

- The superb management team works closely together to build robust and trusting parental partnerships. Parents receive regular information about how to support their children at home. Alongside daily communications, trusting relationships are built. Parent feedback is continuously welcomed, reflected upon, and used to make improvements. As a result, parents emotively describe how staff show genuine care and affection for their children. They feel supported with any worries they have about their children's health or development.
- Home visits from children's key persons and stay-and-play sessions are offered to all children and families before they start. Early communication helps staff to get to know each child individually and to identify any gaps in learning. The manager instigates excellent partnership working with other agencies, such as health and educational professionals, to help secure timely and relevant support for children. As a result, all children, including those with special educational needs and/or disabilities or those from disadvantaged backgrounds, make outstanding progress.
- Children who speak English as an additional language are given incomparable care and educational experiences in this inclusive setting. Staff learn phrases

familiar to children and familiar songs to support speech and language development. All staff are trained in using sign language. The use of visual-picture cards ensures children's voices are heard, and they begin to express their choices and wishes. All children develop their vocabulary and social and communication skills.

- Inviting and skilfully planned indoor and outdoor environments support children to develop in all seven areas of learning. Forest-school outings mean children connect with nature and are physically active in their play. Children enjoy reading books in the cosy reading house in the garden and then retell these stories through their play. Mathematics learning is cleverly weaved through children's play. For example, a child counts in sequence to 10 as they take on a challenge to stand on one leg.
- Exceedingly effective hygiene practices ensure the personal needs of children are consistently met. Children are meticulous and increasingly independent in managing their personal needs. Showing initiative, children proceed to one of many hygiene stations to independently wash their hands before mealtimes and after coming in from outside. Children display a positive self-image as they check in the mirror to ensure they have wiped their face properly after eating.
- Children enjoy regular visits to the local nursing home and meeting people from the community who help us, such as a dentist or people from the fire service. Children learn about what makes them unique alongside developing a widespread appreciation of diversity and respect for others, preparing children for life in modern Britain.
- The manager's passion and commitment to support her dedicated staff team is commendable. Meaningful engagement takes place with staff at all levels and regular supervision sessions provide staff with feedback to improve their practice. Staff well-being is paramount, and staff have access to a well-being officer to provide any additional support.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority, and regular risk assessments ensure children are always kept safe. Leadership and management have extremely clear expectations of staff. All staff have robust safeguarding knowledge and can identify signs of potential abuse and/or neglect. Staff know what action to take if they are concerned about the welfare of a child. Regular safeguarding training is provided to all staff members. Additionally, the manager makes use of scenarios to deepen staff's knowledge of wider issues, including grooming and exploitation. The manager demonstrates a vigorous, safe recruitment process that involves ongoing suitability checks of staff.

Setting details

Unique reference number	EY402861
Local authority	Hertfordshire
Inspection number	10063613
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 9
Total number of places	26
Number of children on roll	59
Name of registered person	Lynskey, Hayley Marie
Registered person unique reference number	RP910703
Telephone number	07745 262676
Date of previous inspection	18 November 2015

Information about this early years setting

Little Ladybirds Pre School/Early Birds & Night Owls Out of School Club registered in 2009. It operates from a classroom in Northgate Primary School. The pre-school and out-of-school club open each weekday, during school term times only, from 7.30am until 6.30pm. The setting employs eight members of staff, of whom seven hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Louisa Taylor

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning. The inspector also observed the 'Night Owls Out of School Club'.
- The inspector carried out a joint observation with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting, and a selection of other records.

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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