

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

All Saints C of E Primary School & Nursery, Parsonage Lane, BISHOP'S STORTFORD, Hertfordshire CM23 5BE

Inspection date: 12 October 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 are happy and settled in this warm and inviting setting. Staff organise the curriculum to support children to be curious and independent learners. Children eagerly explore the outside area. They use their imagination and fill jars with foam and mud, saying, 'I'm making a chicken pie.' Others find interesting objects to paint with, such as sticks and toothbrushes. They enjoy seeing the marks they have made on large fabric sheets. Children are supported by skilled staff who expertly thread learning through their play. For example, staff help children to problem-solve and learn to assess their own risk. Children work as a team to build an obstacle course, balancing wooden planks on tyres. They learn to check the plank is secure before they walk along it.

Children behave well. Staff act as positive role models and provide effective support to help children share equipment and regulate their behaviour. Children learn to play alongside each other happily and form good friendships. Children who speak English as an additional language are well supported. Staff learn key words in the children's home language and are developing the use of signing with the children. This helps children to communicate their needs effectively and feel secure and confident in the setting.

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

- Managers and staff get to know their families well. They carry out home visits to get to know children and their families before they join the setting. This helps establish exactly what the needs of the child are and helps them to settle quickly. Managers have developed good working relationships with the school they are based in. They have daily handovers and regularly share information about children's learning and development. This ensures continuity of care between the providers.
- Staff skilfully weave the teaching of mathematics into their interactions with children. They teach children words such as 'bigger' and 'smaller' and ask meaningful questions to help children problem-solve. They use scales to assess which object is heavier as they weigh pumpkins and conkers. This develops children's understanding of mathematical concepts, which supports them to move on to the next stage of learning.
- Children enjoy accessing a rich range of child-led and adult-focused activities prompted by their interest. They follow the routines throughout the day. During some transitions, such as when preparing to go home, the routine is less organised. On these occasions, some children lose focus and, as a result, learning is less effective at these times.
- The manager prioritises staff welfare. A dedicated well-being officer is there to provide support and guidance to staff. Staff report there are regular personal

development and training opportunities to develop their skills. They feel appreciated and are proud to be part of a nurturing team. Managers promote a positive culture of self-reflection. They take prompt action to support staff with any practice issues, ensuring any emerging concerns are swiftly addressed. This helps to keep the quality of care provided at a good level.

- Children are extremely independent. They wash their hands and attend to their self-care needs. Children enjoy the responsibility as they clean their plates and wipe the table after lunch. Children enjoy accessing a self-serving snack table. However, on occasions, staff do not provide the children with sufficient choices during snack time, in particular for those children with specific dietary requirements.
- Children learn to use tools for a purpose as they cut play dough with plastic knives and use spoons to scoop the flesh out of pumpkins. This helps to build the muscles in their hands and develop the skills that they need as they progress to school.
- Support for children with special educational needs and/or disabilities (SEND) is effective. Staff identify issues early on and work closely with professionals and families to ensure that children with SEND receive the focused support they need.
- Parents report their children make good progress at the setting and that staff are approachable, kind and caring. Staff share information with parents about how children learn, and provide a range of ideas to further build on children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to protect children from harm. Managers ensure that all staff keep their knowledge up to date with regular safeguarding training. Staff know the potential signs and symptoms of abuse and/or neglect and how to report it if they have concerns. They are clear about the procedures for whistle-blowing, if necessary. Managers have robust recruitment procedures in place to ensure all staff are suitable to work with children. Staff are clear about fire evacuation procedures and carry out regular drills so that children know what to do in an emergency.

What does the setting need to do to improve?

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

- review the organisation of routine transition times so that children remain fully engaged and prepared for the transition
- provide children with sufficient choices to allow them to participate fully in all activities, including snack time.

Setting details

Unique reference number	EY421479
Local authority	Hertfordshire
Inspection number	10233779
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	2 to 11
Total number of places	24
Number of children on roll	71
Name of registered person	Lynskey, Hayley Marie
Registered person unique reference number	RP910703
Telephone number	07745 262676
Date of previous inspection	9 November 2016

Information about this early years setting

Little Ladybirds Pre-School/Early Birds & Night Owls Out of School Care registered in 2012 and is privately owned. The setting employs seven members of staff. Of these, six hold qualifications at level 3. It is open from 12.15pm to 6.30pm, Monday to Friday, during term time. The pre-school and after-school sessions can be joined together. Children attending this group may also attend the school holiday sessions, which are run at a different site registered by the same provider. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.
- The inspector spoke to parents during the inspection.

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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