

Inspection of The Ashbeach Ladybirds Pre-school

The Barn, Ashbeach School, Ashbeach Drove, Ramsey St. Marys, HUNTINGDON,
Cambridgeshire PE26 2TG

Inspection date: 3 November 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

Staff provide a warm and calm welcome for children, who arrive confidently and ready to explore. When new children struggle to settle into the setting, staff work with parents to adapt their approach so that these children develop a sense of belonging. Staff get to know the children and families well in this small and close-knit setting. Children are excited to share information about their home lives, and staff celebrate their different backgrounds and cultures. Staff build trusting relationships with the children through warm and responsive communication. They respectfully engage in conversation with the children, listening and responding positively to children's choices and comments.

Children develop their independence as they fasten their own coats and wash their hands, and staff support them to pour their own cereal and milk safely. They have developed trusting relationships with staff, who follow their interests and help children to access their own learning resources, such as paper and paint. Children behave well, and small amounts of frustration are dealt with positively and speedily. Staff quickly reassure children and help them to find activities to participate in. This means that children are consistently engaged in their learning. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and development.

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

- Effective assessment strategies help staff to find out about children's development. Staff provide meaningful learning opportunities based on children's interests and needs. Children search for buried treasure in the sandpit, create treasure boxes and maps and explore the post office role-play area. Staff use these opportunities to extend children's physical skills. In addition, staff help them to share and learn new vocabulary.
- Staff use effective teaching strategies; they link previous learning and adapt questions and their teaching, depending on the needs of the children. During a mathematics activity, staff extend and challenge children's thinking, helping some children to count and others to start calculating. At times, the background music makes it difficult for children to concentrate on their learning.
- Children learn about autumn leaves and colours; they sing songs and listen to stories, and staff help children to hold pencils correctly in order to write. Staff make the most of all learning opportunities. They teach children to measure and count at snack time. Mathematics teaching is particularly strong, as knowledgeable staff discuss shapes, numbers and addition with children to help them understand.
- Staff provide a broad range of opportunities to support the development of children's physical skills. Children use the school's playground and have access

to the outside area daily. They ride bicycles, pick up and move heavy pumpkins and, inside, they dance and sing with staff. Staff support children to remain engaged, offering suggestions and joining in with their play.

- Staff have started to implement strategies to help children recognise and manage their feelings. They have created areas where all children, including those with SEND, can access quiet and sensory time. Staff use strategies, such as sand timers, to help children take turns, and children happily use these to work with others.
- Children from disadvantaged backgrounds are supported to achieve. Extra sessions help them to make rapid progress in their learning and to be ready for school. The setting works closely with teachers at the school, and children attend assemblies and use the school facilities. This helps all children to make a smooth transition to school.
- Staff create trusting relationships with parents, and they communicate verbally and electronically. They adjust their communication to make sure that all parents can access information. Parents comment positively on the individual care their children receive and the progress their children make in their learning.
- Leaders support staff to develop their skills and knowledge. Staff undertake regular training, both mandatory and optional, which has developed their teaching skills. Staff receive supervision meetings so that ongoing support can be offered and issues resolved quickly. Leaders have a clear vision for improvement at the setting and have made rapid progress in developing the quality of teaching and learning in the provision.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow safe recruitment procedures to ensure staff are suitable to work with children. Staff receive a thorough induction and have ongoing monitoring to check their suitability. All staff receive child protection training and are knowledgeable about issues that would give them cause for concern about a child. Staff understand what factors may affect their setting in relation to safeguarding and how to respond to these. They know about how and to whom to report concerns, including outside of the setting. Staff understand how to keep children safe when online and share information with parents so that children can be kept safe at home.

What does the setting need to do to improve?

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

- manage the environment more effectively to help children remain focused and concentrate on their learning.

Setting details

Unique reference number	221823
Local authority	Cambridgeshire
Inspection number	10233582
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 4
Total number of places	20
Number of children on roll	13
Name of registered person	The Ashbeach Ladybirds Preschool Committee
Registered person unique reference number	RP517154
Telephone number	01733 219900
Date of previous inspection	21 November 2016

Information about this early years setting

The Ashbeach Ladybirds Pre-school registered in 1996 and is managed as a registered charity by a voluntary committee. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

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 inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- 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 joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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