

Inspection of Ladybird Preschool

Henty Rooms, Field Place, The Boulevard, Worthing, West Sussex BN13 1NP

Inspection date: 4 January 2023

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 arrive happily and are warmly welcomed by familiar staff. They are eager to play and explore the various exciting activities available. When new children join the setting, they have frequent visits to help them settle quickly. As a result, all children demonstrate that they feel safe and secure. They form close attachments to their key person, cuddling into them when they need extra comfort and reassurance. Children are deeply engaged in their play. For example, they spend a considerable amount of time using all of their senses to explore jelly. Children show an interest in numbers, pointing at the different numerals they see on the test tubes as they fill them with jelly.

Children form friendships and happily play alongside each other. They are kind towards one another, sharing resources and offering their friends cuddles. When children struggle to manage their feelings, staff swiftly intervene to support them. This helps children to understand their emotions and learn how to respond appropriately. Children help to care for their learning environment. For example, they help to tidy up to get ready for the next part of the day. Children's learning is well supported by the dedicated and knowledgeable staff team. This leads to them making good progress and being well prepared for the next stage of their education.

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

- The manager has considered the impact the COVID-19 pandemic has had on children's development, and used this information to develop the curriculum. She focuses on supporting children's communication and listening skills and holding their attention through a combination of adult and child-led activities. This enables children to lead their learning and explore their own interests. Staff spend time getting to know each child. They know what children enjoy, and plan a range of activities to support their learning.
- Children develop into independent individuals. They are given lots of opportunities to do things for themselves. For example, they prepare their own fruit at snack time. Children's health and hygiene is promoted very well. Staff regularly remind children to blow their own noses and wash their hands after. Oral hygiene is included as part of the curriculum, and children have access to relevant resources to prompt discussion about oral health.
- Staff work alongside external professionals to provide timely and effective support for children. For example, they follow the strategies recommended by speech and language therapists to successfully develop children's communication. As a result, all children make good progress. The manager is passionate about supporting families and working in partnership with parents. This is reflected in the positive feedback from parents, who report being happy

with the care and education provided.

- Children love to explore the garden area, independently getting their coats on in anticipation to go outside. When in the garden, they develop their gross motor skills. They show great determination balancing on wooden beams and using their legs to push themselves on ride-on cars. Children have a positive attitude to their learning and keep on trying hard when they come across a challenge. For example, they experiment with different ways to blow the bubbles, giggling with excitement as they watch them float away in the wind.
- Staff confidently explain what they want children to learn through their planned activities. They know each child as a unique individual and have a secure understanding of what children need to learn next. However, on occasion, during planned activities staff do not consider how to differentiate their teaching to meet the needs of the different ages and abilities. This means that some children, particularly the highest achievers, are not as challenged as they could be.
- Children enjoy listening to stories which are read enthusiastically by staff. They recall familiar parts of the story and focus well. Staff use story time to develop children's vocabulary. They talk to them about the meaning of different words, such as 'gigantic'. Therefore, children's literacy skills are well supported.
- The manager creatively enhances children's experiences. For example, she arranged for a local organisation to visit the setting and talk to the children about being safe when visiting the beach. She takes the children on outings, listening to the sounds that they hear within the environment. The manager ensures that additional funding is spent in a way that will have the most impact on children. For example, she used funding to create oral health packs for each child to take home.

Safeguarding

The arrangements for safeguarding are effective.

The manager places a strong focus on embedding secure safeguarding knowledge amongst her staff team. For example, she has created a safeguarding board to promote awareness and provide staff with relevant and easy to access information. As a result, staff have a secure understanding of safeguarding and the types of abuse. They know the signs and symptoms that may indicate a child is at risk of harm. Staff are aware of who to contact if they have a concern about a member of their team. The manager completes robust checks on new employees to ensure they are suitable to work with children. Staff teach children to stop and listen when a whistle is blown, so that they become confident in responding to an emergency situation, such as a fire.

What does the setting need to do to improve?

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

- develop staff's skills in differentiating their interactions during activities, to provide a greater depth of teaching, particularly for higher achieving children.

Setting details

Unique reference number	EY377543
Local authority	West Sussex
Inspection number	10228473
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	31
Number of children on roll	28
Name of registered person	Ladybird Pre School Partnership
Registered person unique reference number	RP905977
Telephone number	07746 480 405
Date of previous inspection	5 January 2017

Information about this early years setting

Ladybird Preschool registered in 2008. It operates in Goring-by-Sea, West Sussex. The pre-school is open Monday to Friday, from 8.30am until 2.30pm during term time only. The setting employs six staff, of whom all hold an appropriate early years qualification at level two or above. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jade Orosz

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk, and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector carried out joint observations of group activities with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023