

Inspection of Courtney Ladybirds Preschool

Courtney Primary School, Courtney Road, Bristol, Avon BS15 9RD

Inspection date: 21 June 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 thoroughly enjoy their time in the pre-school. They freely move between indoors and outdoors, exploring their environment. Managers have a clear vision on what they want children to learn. They base this around children's individual interests to provide enriching experiences. Children develop strong relationships with staff, who know them very well as individuals. Role play is very popular, and children are enthusiastic in the use of their imagination. There is an infectious atmosphere as staff play alongside the children. They laugh together as they create 'wild hairstyles' on each other and on doll heads, in the pre-school's salon. Staff praise children when they have tried hard, and this develops their self-esteem.

Children are well behaved and listen to staff. They sit patiently in the reception area of their pretend salon for their turn or they pass each other tools to create a brick wall outside. Children remind their friends when to be 'gentle' during play and pass them a sunhat to protect them from the sun. Staff successfully promote children's independence skills. Children independently wipe their nose and place the tissue in 'germy' the bin after. They confidently share why they need to do this, for the prevention of spreading germs. Children carry out small tasks, such as helping to tidy away toys. This helps them to have a sense of responsibility for taking care of the resources and environment.

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

- Staff support children's developing communication and language skills very well. They understand how important it is for children to be able to express their needs and ideas. Staff have thoughtful conversations with children. They support these discussions by using visual prompts and teaching children signs. Children with speech delay confidently show the sign for 'more' and use a picture of which fruit they would like at snack time. This helps children to share their needs and supports others to understand how different people communicate.
- Children's early writing and creativity skills are fully supported. They have access to a range of writing materials. Children can chalk, draw or paint and use water on outside walls during the day. They show delight when they make marks on paper to record books their friends have borrowed from the pre-school library. Children enjoy spending time practising their cutting skills using scissors. They carefully cut flowers, leaves and seed pods to stick on a 'flower bracelet' that they are making. Consequently, children have plenty of opportunities to develop their manual dexterity.
- Children experience stories in a variety of fun and effective ways. They hear stories read to them and work with staff or friends to re-enact them using props. Children become familiar with the structure of stories and are also developing a

love for books, literacy and language use.

- Staff plan a broad range of activities to help prepare children for their next stage in learning. However, on occasions, some staff do not consistently challenge children to solve problems independently. For example, staff share how a solar water fountain works or why the plants need watering in hot weather before children have time to think of ideas or answers for themselves. At these times, some children are not challenged enough in their learning.
- The passionate special educational needs coordinator (SENCo) is very knowledgeable in her role. She works with key persons to look at the needs of children with special educational needs and/or disabilities (SEND), then produces individual learning plans to help meet the children's needs and set achievable targets. Equally, staff support children who receive additional funding. As a result, all children are making good progress from their starting points.
- The reflective management team demonstrates a strong commitment towards continual improvement. Managers monitor staff's professional progress and support them with their professional development. Staff feel very valued and speak with enthusiasm about their roles.
- Parents are very happy with the care and education the staff provide for their children. They comment that, 'The amazing staff go above and beyond their expectations.' Parents appreciate how the staff invest time to get to know their children and their family. They share that they are fully informed about what the staff are doing to help build on what their children already know and can do. This enables everyone to work together to help support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff members demonstrate a secure knowledge of how to keep children safe. They are confident in recognising the signs and indicators of abuse, including signs that a child may be at risk from extremist views and beliefs. Staff have a clear understanding of what to do if they have a concern regarding a child's well-being. This includes the process for whistle-blowing. The premises are safe and secure. The pre-school has robust procedures in place for the safe collection of the children. Staff ensure that children are always supervised well. They deploy themselves effectively around the different areas of the pre-school.

What does the setting need to do to improve?

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

- make the most of opportunities to challenge and build on what children can do to extend their learning and thinking skills even further.

Setting details

Unique reference number	EY276881
Local authority	South Gloucestershire
Inspection number	10285648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	48
Name of registered person	Courtney Ladybirds Preschool Committee
Registered person unique reference number	RP910423
Telephone number	01179353022
Date of previous inspection	13 October 2017

Information about this early years setting

Courtney Ladybirds Preschool in Bristol registered in 2004. Care is provided Monday to Friday, during term time only, from 8.30am until 3pm. It provides funded early education for children aged two, three and four years. The pre-school employs seven members of staff. Six members of staff hold appropriate early years qualifications ranging from level 3 to level 4 and one is unqualified.

Information about this inspection

Inspector

Charlotte Adcock

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 this into account in their evaluation of the setting.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation and discussed the quality of teaching and learning afterwards.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The opinions and views of parents were considered during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.

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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