

Inspection of Ladybird Pre-school

St Laurence Church Hall, 142 Old Church Road, Coventry, West Midlands CV6 7ED

Inspection date: 14 July 2023

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

The staff at this friendly and welcoming pre-school create a warm sense of belonging as children arrive. They embed secure routines for children to take off their shoes, hang up their coats and put on their own slippers. Children are happy to see the staff and excited to see their friends. They immediately become engrossed in the wide range of experiences on offer.

Children play cooperatively and staff enthusiastically join in with role play at their request. Children decide to be hairdressers and are delighted to welcome staff members as their customers. Staff use this opportunity to celebrate the differences in children's characteristics. They engage in talk about their different hair colours, types and lengths. Staff introduce descriptive vocabulary, such as curly and wavy. They encourage children to recognise and celebrate their own uniqueness.

Leaders and staff implement an exciting and ambitious curriculum that enables children to reach their potential. Babies receive nurturing and gentle interactions from skilled staff members in a well-defined cosy corner in the provision. Older children are motivated by the chance to explore the play opportunities on offer in the creative learning environment.

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

- Leaders are thoughtful in their approach to developing a curriculum to reflect the unique needs of the children who attend this provision. Leaders and staff are committed to ensuring that children achieve the best possible outcomes. They provide a wide range of activities and experiences to foster children's love of learning.
- Leaders encourage staff to reflect on their practice. Supervision sessions, staff meetings and development days contribute to staff feeling involved and valued across the provision. Leaders support staff to share their thoughts and ideas in order to consistently drive improvement.
- Children's independence and self-care is a priority in this pre-school. Staff patiently teach children the skills they need to be able to do things for themselves. They clearly explain and demonstrate to children how to carry out tasks, such as serving themselves with food at snack time.
- Staff know the children well. They observe children at play and listen to their conversations. Staff use this information to plan experiences broadly based on children's interests. Children are engaged in their learning and make good progress. However, staff do not make full use of their observations of how children engage with the learning experiences provided. This means they do not identify how they can use children's specific interests and fascinations to further embed their learning.

- Children with special educational needs and/or disabilities (SEND) receive good support. Where necessary, they are referred to external professionals for assessment. Staff work in partnership with other agencies to ensure that effective intervention is planned and implemented. Additional funding, such as early years pupil premium funding, is used wisely to support the needs of the children.
- Parents are pleased with the progress their children make. They comment positively on the family atmosphere in the setting. Parents are thrilled with how well staff support children in readiness for their transition on to school.
- Babies make good progress. Staff create a welcoming environment, where babies feel safe and secure. They skilfully support babies' physical development, ensuring that babies are motivated to reach and stretch for items. Staff provide close physical comfort for babies when they need it and place a strong emphasis on providing respectful care routines.
- Staff are positive role models for children's communication and language. They take every opportunity to introduce new language to children in the context of their play. Their thoughtful interactions with children help them to develop as confident communicators.
- Staff have high expectations of children and support them skilfully to regulate their feelings and behaviour. Children respond positively to both staff and their peers. They take turns and share resources successfully. Staff encourage children to get involved in specific tasks at tidy-up time. Children are knowledgeable about where items belong and they engage with enthusiasm in packing items away.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable and confident about how to identify the signs and symptoms of abuse. They attend regular training and share good practice at staff meetings. Staff have a clear working knowledge of the local safeguarding arrangements. Leaders put highly effective systems in place to ensure that staff take appropriate and prompt action to protect children from harm. Policies and procedures are updated regularly. Staff are clear about their role and responsibility to keep children safe. Risks are assessed effectively, and staff support children to take responsibility for their own safety. For example, they ensure that children sit still while they are eating.

What does the setting need to do to improve?

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

- review how staff can make best use of children's learning styles and fascinations to plan for their next steps.

Setting details

Unique reference number	511527
Local authority	Coventry
Inspection number	10295329
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	38
Name of registered person	Ladybird Pre-School Playgroup Committee
Registered person unique reference number	RP905969
Telephone number	07712 266 178
Date of previous inspection	6 December 2017

Information about this early years setting

Ladybird Pre-school registered in 2000. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status. The pre-school opens from 8am to 3.15pm on Monday, Wednesday and Thursday, and from 8am to 11.45am on Tuesday and Friday, during term times. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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