

Inspection of Ladybirds Pre School

Bunyan Meeting Rooms, High Street Elstow, Bedford, Bedfordshire MK42 9XP

Inspection date: 17 April 2024

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 warmly welcome children on their arrival at the pre-school. They immediately support the children's developing independence and sense of responsibility. For example, children remove their outdoor clothing and register themselves into the group by finding their individual name card. Staff readily help children who need extra support. Older children demonstrate that they can recognise their name. Staff actively support children to manage their feelings and play cooperatively with their peers. Children sensibly line up to take their turn on the slide and patiently wait for their turn to use the ride-on toys.

Staff create a learning environment that captivates the interests of the children. This encourages children to explore and investigate the activities provided. For example, staff support children to understand how plants and flowers grow. They successfully introduce vocabulary, such as 'stem' and 'petal' and encourage the children to draw pictures of the flowers displayed. Children demonstrate pride in their achievements. They smile and want to share their pictures with the staff. Staff provide daily opportunities for the children to be physically active in the fresh air. They support children to take risks and to persevere as they climb on the climbing wall and walk along the raised balance beam. Children move wheeled toys with confidence, demonstrating that they understand when to 'stop' and when to 'go'.

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

- Management and the staff work well together as a team. They support one another's well-being, share practice ideas, and regularly evaluate the overall quality of the provision. For example, management has recognised that activities, such as story time are not always effective because the number of children listening to the story is too large. As a result, they plan to revise procedures to ensure all children benefit from the activities provided.
- The manager and staff structure the curriculum to cover all areas of learning. Staff complete ongoing observations of the children to monitor their progress and well-being. This successfully supports staff to understand each child's personality, interests and learning needs. Staff supervise the children well and join in the children's play. However, on occasions staff do not use spontaneous opportunities to further extend the children's thinking and enjoyment.
- Staff effectively support children with special educational needs and/or disabilities. They involve parents in discussions and decision-making about their child. Staff work with other professionals and provide children with one-to-one support. They plan specific activities to support the targets set for each individual child. This support ensures all children are included and enables them to make good progress from their starting points. Furthermore, staff support children who receive early years pupil premium funding. For example, additional

funding has been used to purchase a range of sensory toys. This has helped to reduce children's anxiety and has supported their concentration skills.

- Staff demonstrate that they know the children well. They form close attachments with children. This successfully supports children's emotional well-being. Children demonstrate that they enjoy the activities provided. However, rigid routines sometimes prevent the children from completing the activities they are enjoying and learning from.
- Staff support children's language and communication skills. New words are introduced associated to the children's play and they are taught a range of songs and rhymes. For example, children sing 'Old MacDonald had a farm' and enthusiastically make the associated animal sounds. Staff also successfully introduce songs which support the children to understand concepts, such as 'big and small', 'short and tall' and 'fast and slow'. Additionally, Makaton and picture cards are effectively used to aid the communication of children with identified special educational needs and/or disabilities.
- Management and staff develop good relationships with parents and carers. Parents receive daily verbal communication from their child's key person and regular written updates about their child's development. They are invited to spend time in the pre-school. For example, parents attend stay-and-play sessions where they are able to, for example, compete craft activities with their children. Additionally, parents are given ideas to support their child's ongoing learning at home, such as sharing story books with their child.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to use every opportunity to extend children's learning during spontaneous play activities
- review the organisation of routines to better meet children's individual needs and learning outcomes.

Setting details

Unique reference number	219245
Local authority	Bedford
Inspection number	10335284
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	30
Number of children on roll	41
Name of registered person	Elstow Pre School Committee
Registered person unique reference number	RP518971
Telephone number	07748 796051
Date of previous inspection	11 June 2018

Information about this early years setting

Ladybirds Pre School registered in 1991. The pre-school employs 13 members of childcare staff. Of these, nine members of staff hold appropriate early years qualification ranging from level 2 to level 6. The pre-school opens each weekday, except for Thursday, during term time only. Sessions are from 9am until midday and from midday until 3pm, with the option of a lunch club from 11.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

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 across all areas of the pre-school to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of the committee and staff's suitability.
- The inspector took account of the views of parents by speaking to them.

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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