

# Ladybird Preschool

Blackburn Leisure, Prescott Avenue, BROUGH, North Humberside, HU15 1BB

<b>Inspection date</b>	16/07/2013
Previous inspection date	19/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Regularly reviewed risk assessments and daily safety checks ensure children have safe, secure premises and good supervision when out of the building.
- Policies and procedures are well-written and consistently implemented. They have been updated to take account of the new premises and ensure the safety and welfare of the children.
- The programme of activities meets the needs of all children attending, and takes account of their individual needs and interests. As a result, children enjoy their learning and make good progress overall.
- Children are happy, settled and motivated in their play. Consequently, they show good levels of engagement, independence and curiosity.

### It is not yet outstanding because

- There is scope to develop more opportunities for children to use their good language and literacy, and numeracy skills in the outside areas.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises and the outside area.
- The inspector looked at risk assessments, policies and procedures and the children's records.  
The inspector observed the children and their interaction with both staff and their peers. The inspector made a joint observation with staff and discussed the activity, whether it met the child's needs and supported their learning effectively.
- The inspector took account of the views of parents both verbally and through documentation.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Ladybird Preschool was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is a registered charity, run by a voluntary management committee of parents. It operates from Blackburn Leisure in Brough in the East Riding of Yorkshire. The pre-school runs from the first floor of the building and does not have a lift. The two enclosed areas available for outdoor play are also on the first floor of the building.

The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, and three hold qualifications at level 2.

The pre-school opens Monday to Friday term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- provide further opportunities to enhance children's language, literacy and numeracy when outside, through displays and focused activities to further promote their learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff working with children have a secure knowledge of the Early Years Foundation Stage and use it very effectively to meet the children's development needs. They support the children effectively to gain knowledge and skills to prepare them for future learning at school. Staff build well on the information about starting points gained during their home visits and the initial visits to the pre-school. Discussion with parents and their own observations enable them to promote children's development well. They keep parents informed of their children's achievements and use regular observations to track their progress. Parents share information about activities at home and regularly contribute to the learning journals. Staff use their excellent knowledge and wide experience to enable them to confidently identify any areas of concern for children who need more challenge.

Staff can demonstrate children are making good progress including those with special educational needs and/or disabilities. They use their language and communication training effectively to promote children's language development and this enables them to identify and address any concerns. As a result, the children communicate very well, make their views known and develop their own ideas through conversation with other children and the staff. There are however, few opportunities for children, to use and see numbers and letters on the balconies whether as labels or poster displays.

Parents contribute to children's learning journals by making observations or providing photographs of activities at home. This then provides each child with a good record of their time within the pre-school and at home. Photographs of sunflowers taken home from pre-school show how children have cared for their plants. They happily talk about how they have looked after them, and how tall they are growing. Their understanding of the natural world is therefore developing well.

Staff work closely with parents and outside agencies to ensure children with special educational needs and/or disabilities are able to make the best progress possible. They share information and ideas to reinforce practice wherever possible and ensure consistency of management to increase the children's security. Visits by portage and speech therapists to the setting enable staff to implement well-planned learning programmes.

Children who speak English as an additional language are also welcome in the pre-school. Staff display simple words in their home languages and have dual language books. They have also introduced newspapers from different countries into the book corner. All children are treated with respect and equal concern, and information is obtained from parents to enable staff to inform children about other countries and customs. For example, children made bunting and flags and ate American cookies when celebrating American Independence Day.

Staff plan focused activities to promote children's learning, and the weekly meetings ensure any achievements, new interests or concerns are quickly identified and included. They are therefore very aware of children's individual needs and provide activities to promote new skills. Particular emphasis is placed on their physical, personal social and emotional development and their communication and language skills. This means children are well prepared for school. The children show their confidence in their own abilities as they select resources and activities. They discuss their role play in the shop, take part in table top games enthusiastically and happily talk to visitors. The children are developing a wide vocabulary and are becoming confident communicators. For example, the use of bricks to pretend to be a skater included discussion of balance, location of a skating rink and what a skater wears. During the laundry game, children discussed how clothes get dirty and how they are washed, while learning to match, sort and take turns.

The staff are very conscious of the need to enable children to enjoy a smooth transition to school. They have good relationships with local schools and teachers have been to visit the pre-school to meet their new pupils. They observe the children to get an accurate picture of their abilities and interests. Children have also been able to go to school so they are familiar with the premises, and are enthusiastic about this next step in their learning.

The pre-school ensures information provided to schools gives a true picture of the child's stage of development.

### **The contribution of the early years provision to the well-being of children**

The children have very close and warm relationships with the staff, especially their key people. The settling-in process is adapted to meet the needs of each family, and parents can stay with their children as long as necessary. Children are therefore settled and comfortable in the care of the staff. The children are highly confident when visitors arrive, show no concern but happily discuss what they are doing. Staff plan focused activities each day, but children can also select resources themselves to promote their own interests. These activities enable staff to focus sharply on areas of concern or provide additional challenge to develop children's knowledge and skills further. They therefore make good progress given their starting points.

The children become very independent in their personal care, helping themselves to sun hats, putting on their shoes and helping themselves to drinks. They are confident with visitors and good communicators. They are therefore becoming well prepared for school and the next steps in their learning. The children are also confident when eating their packed lunches, also in preparation for school. They learn about the benefits of a healthy diet and the need to wash their hands before eating to prevent the spread of infection. Teeth cleaning is discussed with the children and brush buses are to be introduced next term to further promote their understanding of dental hygiene.

The children behave very well which shows they feel safe in the pre-school and know the house rules. Staff provide good role models for manners and consideration of others, which enables children to value each other and develop respect whatever their differences. Illustrations of different emotions enable children to understand that they may not always feel happy, and that it is natural to sometimes feel sad or angry. Staff help them learn to manage their behaviours and discuss their feelings. The children show concern when others are unhappy. For example one of the youngest children present went to find the dummy of a visiting baby as he was crying.

Children use resources with care, and consideration. They know accidents can happen if they throw things, and tidy away before snack and lunch times. The children learn to use good road safety when out in the community and practise the emergency evacuation procedure regularly so they are familiar with the process. They know where they need to stand to keep themselves safe.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff have a good understanding of safeguarding and know how to protect the children in their care. They continually refresh their knowledge and use local safeguarding procedures if they have concerns. Risk assessments and daily safety checks ensure the premises and resources are safe when children arrive. These have been

adapted to take account of the new premises. Advice has been sought from fire officers and health and safety advisers to ensure the emergency evacuation plan and safety procedures are suitable. A new gate has been fitted to prevent children leaving and to improve security. Areas used by the children are well organised and they can therefore move around freely and safely both inside and out.

Robust systems are in place for the employment of staff, ensuring only suitable people are in post. The induction process enables new staff to confidently take on their roles and responsibilities within the pre-school. Ongoing appraisals and supervision ensure staff continue to carry out their role in protecting and caring for the children. The staff are all qualified and sufficient staff are in post to ensure good supervision at all times.

The manager monitors planning and assessment to ensure it is precise and implemented effectively. Staff work closely together to discuss activities at weekly planning and assessment meetings, which ensures children's individual development is promoted. Parents share verbal information about their children each day and are able to become closely involved in their learning. Policies and procedures are readily available for parents and the new internet contact site enables staff and parents to keep each other up-to-date.

Self-evaluation is used to plan for future improvement of the pre-school. The new gate was installed after safety concern from staff, and they also hope to provide canopies in the future for sun protection on the balconies. Children have moved around in the building due to the high temperatures and fans have been used to help keep them cool. Parents are consulted both through committee meetings and questionnaires. They asked for more information about their children's development and now have regular meetings with their children's key people to discuss progress. The staff and parents complete 'the progress check at age two' together and a copy is kept in the child's learning journal. Parents spoken to during the inspection are happy with the care their children receive and know they are safe and happy with their friends in the pre-school. They trust staff to keep children secure.

The pre-school has good relationships with other providers and information is exchanged to ensure continuity of care. Partnerships with local schools are also good and ensure the smooth transition to school for all children. Close contacts are also in place with outside agencies to enable staff and parents to provide good care for children whatever their individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY452177
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	927700
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Ladybird Pre-School Committee
<b>Date of previous inspection</b>	19/02/2013
<b>Telephone number</b>	07725340767

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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