

Ladybirds Playgroup

Inspection report for early years provision

Unique reference number 143053
Inspection date 19/05/2010
Inspector Fiona Robinson

Setting address Lydeard St Lawrence Primary School, Lydeard St Lawrence,
Taunton, Somerset, TA4 3SF

Telephone number 01984 667342

Email

Type of setting Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ladybirds Playgroup is a committee run pre-school. It operates from a self-contained unit in the grounds of the village primary school in Lydeard St Lawrence. There are kitchen and toilet facilities within the unit, and the group has access to the school playground, playing field and environmental garden, all fully enclosed. There is ramped disability access to the building. The playgroup serves a rural catchment area, many children attending go on to attend the school. The playgroup is registered to provide 16 places for children aged two to under eight years. Currently, there are 20 children on roll, 18 of whom are funded three and four-year-olds. There is provision for children with special educational needs and/or disabilities, and those for whom English is an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup opens four days a week during school term time. It is open from 9am to 1pm on Mondays and from 9am until 3pm on Tuesdays through to Thursdays. A toddler session, run by parents, is available on Friday mornings. There are four members of staff, all of whom have appropriate early years qualifications. The group has close links with the reception staff of the school, liaising through the transition from playgroup to school. They have received support from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Ladybirds Playgroup is good. Children experience a wide range of stimulating activities and achieve well. Partnerships with parents and the host school are excellent and information is shared effectively. Staff work hard to ensure all children are included in indoor and outdoor activities. The manager and staff clearly identify strengths and areas for improvement and there is a good capacity for continued improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- explore ways of recording children's achievement
- develop the use of technology in the setting.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and child protection issues. Risk assessments are carried out regularly to ensure the potential for accidents is minimised. Staff are vigilant in supervising children to ensure they remain safe. There are robust recruitment and vetting procedures in place to ensure that all

adults working with children are suitable. Comprehensive policies and procedures are fully implemented to ensure children's safety. Security within the setting is excellent and fire evacuation procedures are practised regularly so that children become familiar with the routine.

Partnership with parents and carers is excellent. Parents say that staff are welcoming and work hard to create a happy and stimulating environment for the children. They are kept well informed of topics and special events through newsletters, informal discussions and information on the parents' notice board. There is an excellent induction process in place, which helps children to settle into pre-school life. Key workers ensure that parents are kept well-informed of their children's achievement and progress. They use Home Books to ensure continuity between the home and playgroup. The Unique Child Form explains what the children like doing at pre-school, while parents add details of what their child enjoys doing at home. Parents appreciate the termly written reports. Staff are currently exploring ways of recording children's learning stories on the computer. Links with the host school are outstanding and the setting benefits from the use of the activity trail, tyre park and outdoor environment. Parents are very supportive of the setting's fundraising efforts, such as the 'Auction of Promises' and the sponsored 'bounce' at the school fête.

The setting is well led and managed. The manager and staff value the views of children and parents and take these into consideration when identifying priorities for development. Good self-evaluation systems ensure that improvements have an impact on pre-school experiences. Staff actively promote equality and diversity and ensure that children are fully integrated in activities. They have an excellent relationship with the children and sensitively support children with special educational needs and/or disabilities. Good progress has been made in addressing the recommendations of the previous inspection. Staff meet regularly to share planning and discuss assessments. There are clear plans in place for future improvements, such as developing new ways of recording assessment for the children. Staff make effective use of resources to meet the needs of the children. They have identified the need to develop technology within the setting, such as digital cameras and computers. They demonstrate a good capacity to improve in the future.

The quality and standards of the early years provision and outcomes for children

There is well-organised play and children achieve well. Staff value their ideas and include these in the planning. Staff evaluate what the children do in the pre-school and inform parents on a daily basis. Currently, they are developing individual files for each child with photographs and comments.

Children have excellent relationships with one another and staff. They behave very well because staff are excellent role models with high expectations. The special person system boosts their self-confidence and they learn to take turns, share resources and show respect for others. All children receive excellent support in a fully inclusive setting. They are keen to experience Diwali, Christmas and the

Chinese New Year festivals. Visitors, such as Chinese students, join the children for their Chinese New Year celebrations and teach the children how to write their names in Chinese. A child's granny who is Indian helps the children to celebrate Diwali by dressing up in saris, dancing and tasting a range of Indian cuisine.

Children develop an excellent understanding for keeping healthy. They enjoy physical exercise and enjoy riding their bikes, tractors and pedalled vehicles across the playground. They skilfully throw and catch a range of different sized balls. They cooperate well in parachute games. Children are introduced to healthy snacks and enjoy sociable mealtimes. They have a good understanding of how to stay safe and benefit from talks about road safety from the community police. They use equipment safely as they make hedgehog bread, smoothies and fruit salads.

Children are keen to come to school and respond well to the care and support given by staff. Staff are developing their communication skills well as they listen to stories, such as 'The Gruffalo'. They enjoy choosing a book from the mobile library to read and make good progress in recognising letters and sounds. They tunefully sing 'Five Little Monkeys' to practise their counting skills and most children count up to 20 and beyond. Children recognise their names and enjoy writing them. Their creative skills are developed well through painting pictures of themselves and role play in the home corner. Staff have identified the need to increase the use of technology in activities. Children are keen to make dens and go on woodland walks. They know that tadpoles turn into frogs and are good at making independent choices of activity. Overall, children achieve well and are well-prepared for future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met