

# Ladybird Playgroup & Pre-School

Thriplow C of E Primary School, School Lane, Thriplow, Royston, Hertfordshire, SG8 7RH

<b>Inspection date</b>	29/11/2013
Previous inspection date	14/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Teaching is good because staff take very good account of children's needs and interests in planning and providing activities. Consequently, children are very happy and enthusiastic to play and explore and make good progress.
- Staff are skilled at talking and responding to children as they play. As a result, children are confident and articulate communicators.
- Partnership with parents is very strong and ensures that there is a joint approach to meeting children's learning and development needs. This has a very positive impact on children's well-being and social development.
- Children are well-prepared for the next stage in their learning because there are many opportunities for them to become familiar with school staff, the environment and routines, such as having lunch.

### It is not yet outstanding because

- There is capacity to enhance the organisation of the book area to further stimulate children's motivation to choose and read books as part of their play.
- Staff do not consistently encourage children to hang up their own coats or put away resources when they have finished playing, so some opportunities for developing a sense of personal responsibility are missed.

## 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 observed children's activities inside and outside.
- The inspector conducted a joint observation with the manager.  
The inspector took account of the views of parents and committee members spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.
- A range of documentation was examined, including children's progress records, planning documentation, a selection of policies, required documentation and the provider's self-evaluation form.

## Inspector

Karen Finney

## Full report

### Information about the setting

Ladybird Playgroup & Pre-school was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in a purpose built building in the grounds of Thriplow Church of England Primary School near Royston. The pre-school serves the local community and surrounding areas. There is an enclosed area for outside play. The pre-school employs five members of staff, four of whom hold, or have nearly completed, early years qualifications at level 3. A student on long term placement is undertaking training at level 2.

The pre-school opens five days a week during school term time. Sessions are from 9am to 3.15pm, Monday to Thursday and 9am to 1pm on Friday. There are currently 34 children on roll, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- review the layout of the book area to make it more comfortable and attractive to children and so that book covers and story props can easily be seen
  
- enhance children's sense of personal responsibility by consistently reminding them to hang up their coats and ensuring they participate in tidying away.

## Inspection judgements

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

Staff have a secure knowledge of how children learn through play and demonstrate effective teaching strategies, so that children make good progress in their learning. A strong emphasis is placed on planning linked to children's needs and interests, so that children are well-motivated to play and thoroughly enjoy their time at the pre-school. Staff are very attentive and enthusiastic in supporting children's confidence and sustained concentration. They carefully observe children's choices and responses and intervene sensitively to encourage, or make suggestions, so that children experience success. For example, when building with bricks outside a child is gently persuaded to use larger bricks to build a 'wider' base, so that the tower can be made 'taller' without toppling over. With perseverance the tower is then made more elaborate until satisfaction is achieved. Older girls show interest in making a 'register' and are supported in making booklets and finding

name labels to help them. They are praised enthusiastically when they recognise similarities in letter shapes and sounds, which support their literacy skills. Outside children are encouraged to pick up leaves using 'grabbing tools' and to see if they can 'fill the bucket'. Staff model use of this equipment and provide ongoing encouragement, without taking over, so that children persevere in developing a firmer pincer grip.

Practitioners have a good understanding of the seven areas of learning and make accurate observations and assessments of children's starting points and ongoing achievements. These are discussed and used effectively to plan specific activities to support identified needs, using resources that will appeal to children's interests. For example, a wider range of scissors was purchased to support some children with cutting. Activities were planned with dough and cooked spaghetti to develop their fine motor skills and co-ordination. Staff are particularly effective at supporting children's developing communication skills, including those with English as an additional language. They introduce and reinforce new vocabulary incidentally as part of children's play. For example, by talking about the need for children to 'drill down the middle' as they engage in role play with construction materials. They challenge children to direct remote control cars 'inside' and 'behind' the garage and reinforce and expand on children's talk as they play with the popular train set. Older children use language creatively as they engage in imaginative role play. They reassure each other that 'they will feel much better' and 'should recover soon' after an injection has been administered. Writing materials are easily accessible inside and out and children of all ages are confident to make refined letter-like marks or to write their names. Lively story times and daily singing sessions develop children's enthusiasm for literature and rhymes. They like the excitement of choosing a nursery rhyme prompt from the silver box and show enthusiasm and a good sense of rhythm as they sing 'Row, row the boat' and other familiar songs. Books and story props are easily accessible, but children do not always choose to play in this area as much as other parts of the room because the space is not as cosy and inviting as it could be. Book covers are not easily visible to inspire children's interest and story props are not always located alongside.

Children are actively encouraged to be independent in their learning and are given plenty of opportunity to make choices and express preferences. Resources are organised at a child-friendly height and photograph prompts are available to support children, who may require help in deciding what to do. Children's independent choices, such as how they want to decorate a cone with paint and glitter, are valued and encouraged so children feel safe to experiment with different ideas. Staff work very effectively with parents, sharing and discussing learning and development needs observed at home and in pre-school. Effective strategies are put in place to ensure particular needs are met and children make good progress from their starting points. Parents really value this opportunity to work together and talk enthusiastically about how this contributes to children's learning and to their success later on in school.

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

Children are keen and confident to attend pre-school as they form strong emotional attachments to staff and other children. Staff are very responsive and attentive to children's individual needs and form strong partnerships with parents to ensure children

are settled and happy. Substantial time is invested in finding out about children's likes and interests, so that favourite toys and activities are available to comfort and engage children when they are first settling. Every child has a key person with whom they develop a strong bond. Relationships with all staff are good, so that a particular staff member's absence is not upsetting to children. Parents speak very highly of the warm welcome they and their children receive and the impact this has on children's confidence and social development. Staff are attentive to children's emotional needs and behaviour and provide calm and consistent responses to support children in managing their feelings and relating to others. Consequently, children behave well and respond positively to staff intervention in minor disputes. Older children show maturity in accepting the needs of others and share and take turns without prompting, for example, by offering to accept a less appealing toy to appease a younger child. Staff have high expectations and positively encourage children in the use of social niceties, such as 'please' and 'thank you', which prepares them well for the future. Parents and school staff speak highly of children's conduct in this regard.

Children's physical well-being is effectively promoted through extended daily opportunities for playing outside in the fresh air. This is enhanced through use of the more extensive school grounds on a regular basis where children can ride wheeled toys, climb and balance and construct their own obstacle courses. Staff place great emphasis on keeping children safe. They develop children's self-awareness by discussing the need to consider whether it is sensible to have so many children using the slide and whether the surface they are going to land on is 'hard' or 'soft'. Staff work closely with parents to ensure children learn the importance of a healthy diet. Fruit and vegetables brought in by children are shared and eaten enthusiastically at snack time. Opportunities are taken to discuss the health benefits and origins of this food. This is reinforced in weekly cooking activities and in discussions about fruit and vegetables grown in the school greenhouse or outside in garden tubs.

All children are encouraged to develop confidence in managing practical skills, such as washing their hands. Generally, staff make good use of routine activities to develop children's personal responsibility and confidence. However, occasionally some opportunities are missed to encourage children to hang up their coats or tidy up materials at the end of the session to ensure they are consistently learning to take care of their own and others' possessions. Older children enjoy the responsibility of helping with tasks, such as wiping the table for snack. They are industrious and thorough and comment on the effectiveness of their efforts. All children take turns in handing out bowls and cups and are encouraged to pour their own drinks. Any spills are dealt with calmly and with good humour, so children feel confident to try again. Children have excellent opportunities to become familiar with the school routines, environment and staff. School staff are regular visitors and older children have an opportunity to eat lunch once a week in school. This ensures that emotionally they are happy and confident to move onto the next stage of their education.

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

The pre-school committee and leaders work effectively together to ensure the continued smooth running of the pre-school. The recent departure of a key member of staff has been managed efficiently to secure ongoing continuity of care and education for children. The newly appointed deputy is undertaking training to support her in her new role. This is having a positive impact on the quality of teaching and learning as she shares her ideas and models good practice. There is a robust process of appointment and induction for new staff to ensure that their understanding of the Early Years Foundation Stage can be applied in practice. The committee benefits from the involvement of members who are themselves early years practitioners. The committee chair and pre-school leader have attended joint training and established a system of appraisal and regular supervisions, which ensures that training needs are clearly identified, arranged and completed. Practitioners are, therefore, well-supported in developing their professional practice and qualifications.

Children's safety and welfare is well-promoted as staff have a secure understanding of safeguarding procedures and what to do if they are worried about a child. The designated officer ensures her training is regularly updated and all staff benefit from opportunities to discuss advice and guidance at staff meetings. Appropriate checks are undertaken on new staff to ensure that they are suitable to work with young children. First aid training is given a high priority and parents are offered the opportunity to benefit from this alongside staff. The premises are securely fenced within the school grounds and systems are in place to ensure children are only collected by those authorised to do so. Since the last inspection a policy for administering medicines has been written and sent to parents. Procedures are clear and the policy and practice are regularly reviewed to ensure it is being implemented effectively.

The pre-school leaders and committee are firmly committed to ongoing improvement and have evaluated their practice in consultation with parents and children. Appropriate priorities for improvement have been identified and action has been taken, for example, to purchase resources to support multi-cultural understanding and to extend immediate access to the natural environment. Ongoing monitoring of assessments and planning are undertaken by the key person and overseen by the pre-school leader. This ensures that any gaps in children's learning are identified and specific resources and activities are provided to meet their individual needs. Partnership with parents and other outside agencies is a strength of the provision. Parents speak highly of the setting, the welcome they receive and the supportive working relationship, which benefits their children. Parents attend consultation evenings and know they are welcome at any time to discuss their child's progress and to review assessment records. In response to feedback from parents, staff now provide open evenings where they demonstrate and explain how different resources, such as dough, are used to support children's learning and development. This enables parents to further extend children's learning at home. Links with the school are very effective in helping children to make a smooth 'graduation' to the next stage of education. Partnership with other outside professionals, including speech and language therapists and the local Children's Centre, ensures staff and parents can access useful advice and guidance and children with special educational needs and/or disabilities receive the support that they need.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	221909
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	871293
<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>	24
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Ladybird Playgroup Thriplow Committee
<b>Date of previous inspection</b>	14/11/2008
<b>Telephone number</b>	01763 208055

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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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