

# Ladybirds Playgroup

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

<b>Inspection date</b>	11/11/2013
Previous inspection date	19/05/2010

<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

- Children are motivated to learn as staff provide a stimulating range of experiences to help them gain new skills in a well organised environment.
- Staff have good knowledge of children's individual needs and have developed positive relationships with them so that they are aware of expectations and boundaries. Therefore, children are happy and confident.
- Partnerships with the school, other early years settings and health professionals are a high priority to maintain continuity in children's care, learning and development.
- Staff focus well on supporting children to gain good language skills in preparation for their next steps in learning.
- There are good opportunities for children to develop their independent skills.

### It is not yet outstanding because

- Staff receive feedback from parents but do not always use this information to drive improvement further, such as sharing learning pathways consistently.

## 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 made observations of children's play, and staff interactions with them, both indoors and outside.
- The inspector talked with parents, children, permanent and bank staff and the chairperson of the committee.
- The inspector sampled a range of documentation including children's learning pathways, self-evaluation, policies and procedures.
- The inspector considered the written views of parents.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Ladybirds Playgroup is a committee run pre-school offering care for children aged from two years old. It moved to its current location in 2009. It operates from a self-contained unit in the grounds of the village primary school in Lydeard St Lawrence, Somerset. There are kitchen and toilet facilities within the unit, and the group has access to the school playground, playing field and environmental garden. There is ramped disability access to the building.

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 8.45 am to 2.45 pm on Mondays to Thursdays. There are currently 16 children on roll in the early years age group. There is provision for children with special educational needs and/or disabilities. The playgroup is in receipt of funding for free early education for three and four year olds. There are two members of staff who have appropriate early years qualifications at level 3.

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

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

- develop consistency in using the views of parents to drive improvement.

### Inspection judgements

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

Staff plan a broad and balanced range of experiences across the areas of learning related to children's interests so that children make good progress from their starting points. Parents willingly share information about their children's interests and starting points as they complete the 'warm welcome' form. Parents record ongoing achievements at home, which staff celebrate with the children at group time. A robust system, which includes regular and detailed observations, ensures that staff accurately assess children's progress. Staff clearly identify children's next steps in learning and successfully use these to guide future planning so that children thrive. Staff regularly evaluate the coverage of the educational programme so that any gaps in children's learning are promptly identified. Staff use comprehensive progress checks for children aged two and their observations of all children to make swift referrals so that children can get any additional help they may need. Staff work consistently with early years professionals to maintain continuity in children's learning and development.

Children are actively involved in their learning. Good use is made of group times to help children make decisions about their play. Staff support children's interests well and use

these opportunities to challenge children further through good interactions and effective teaching. For example, children decide they would like to make marks in the paint. Children's independence is fully encouraged and they help staff to select colours that they would like to put in the bowls. This is a repeat of an activity that staff had planned the previous week where children explored dinosaur footprints and the movement of fireworks. Staff use this opportunity well to reinforce children's learning, encouraging them to mix colours and use other materials to make tracks. In particular, staff are good at engaging children who have little interest in early writing skills. Staff know their children well and therefore suggest that children use vehicles in the paint to explore shape and colour. Children confidently investigate further and make marks on the floor where they have parked the other cars. Staff provide good commentary on what children are experiencing therefore they effectively support those children with limited communication skills teaching them key vocabulary to match to their actions. This is also noticeable with the developing use of a recognised sign language to ensure activities are fully inclusive. Children describe what they do and what they see using language well, such as 'looks like chocolate' and 'I dropped the whole car in the paint'. Children play cooperatively inviting their friends to share their bowl of paint. Children are encouraged to predict what might happen. For example, children decide they need to wash the toys after they have been in the paint and predict that the water will turn pink. Children exclaim 'look it did go pink' pointing to the water.

Children develop good small muscles skills as they carefully link the pieces of the train track together to create a circuit. Children push the trains around the track and as they do so staff engage with the children encouraging them to talk about their own experiences. Children explain 'I've been on a diesel train to Dunster' making connections between what they have seen and done. Staff interact well with the children teaching them to count, such as how many carriages they have and extending it further by encouraging them to add one more. Children do this confidently showing good early calculation skill. Children enthusiastically participate in favourite songs. Staff use this opportunity to help children learn their friends' names as they settle into pre-school. Children listen carefully to instructions singing fast or slow as instructed.

Children have regular opportunities to take their learning outside as staff deployment is good. Staff have good knowledge of the children and plan effectively to support those children who learn best outside. Children talk about the importance of wearing their coats when they go outside and put these on independently. Children decide they want to explore magnets further. Staff encourage children to explore their environment. Children are very interested and investigate for themselves, commenting on whether the magnet 'sticks' to objects and whether it is made of metal. Staff question the children well encouraging them to explain what they are seeing and to make predictions. They confidently explore the sound the magnets make as they tap the guttering.

Staff work in partnership with the school to promote consistency in the delivery of the educational programme. For example, they use consistent strategies to promote children's understanding of phonics in readiness for their move to the school. Children enjoy exploring the environment to find things that begin with 'b'. Staff provide parents with information on the letter of the week so that they continue the activity at home. Staff successfully liaise with other early years settings the children attend sharing relevant

information to promote learning.

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

There is good support for children and their families as they settle into the pre-school. Staff take time to get to know the children so that children feel secure in the relationships they make and the environment. Parents value the survey committee members carry out to seek their views on their child's settling in period and how staff can improve the process. Children are familiar with routines. This helps them as they prepare for their move to school. They listen to the music and know it is time to sit down together on the carpet. Children thoroughly enjoy the responsibility of being the special helper for the day. Children independently choose toys and resources, which provide appropriate challenge. Staff position these well in labelled clear boxes on low-level storage units so that children can make choices for themselves.

Staff promote hygienic practices well and children are beginning to understand the importance of these practices. Children routinely wash their hands before eating and after using the toilet. Staff support children well as they progress to using the toilet and provide appropriate equipment so that children become more independent. Staff change nappies routinely according to children's needs on a dedicated unit. Staff maintain hygienic practices, such as wearing disposable gloves for each child. Specific topics, such as using tissues, help children understand how to prevent the spread of germs well. Staff are aware of any special dietary requirements and ensure that appropriate drinks and snacks are provided. Children independently pour their own drink as they sit together for a sociable snack time with the staff. Children are aware of their own needs. When they are thirsty during the day children help themselves to a drink of water, which is easily accessible.

Staff use regular outdoor experiences to teach children about safety. For example, children learn to keep themselves safe around the fire pit in the environmental area. Staff teach children to show them what they have picked so that they can research whether they are safe to eat. For example, children pick blackberries to use in a cooking activity. Children have good understanding of boundaries and expectations. For example, when playing outside children know that if the ball rolls down the hill from the playground they must ask a member of staff to retrieve it for them. This encourages children to become aware of how to keep themselves safe. Children behave well. Staff support them to make friends and play cooperatively. They teach children how to be kind to each other and to understand their emotions. Children comment 'it's not nice to be unkind, it makes me sad' when sharing a book.

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

Staff have good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures that staff implement effective practice to safeguard

children, such as through close supervision of children at all times and maintaining adult to child ratios. Children are cared for in a safe and secure environment, which is thoroughly risk assessed. Any accidents occurring at the setting are dealt with promptly by staff who have paediatric first aid training. Staff routinely share information about the accident or injury with parents.

There are good procedures in place to enable suitable staff to work directly with the children. There are clear recruitment and induction arrangements, which ensures staff are suitably qualified in early years and vetted. Robust induction procedures enable staff, including bank staff, to have a good understanding of policies and procedures so that they can implement them effectively. This includes staff's good knowledge of their responsibilities to report any concerns they have about a child in their care to ensure their well-being.

Staff have good understanding of the learning and development requirements of the Early Years Foundation Stage. Through ongoing monitoring of training needs staff are proactive in accessing relevant courses to meet the needs of the children, such as training for the 'Every Child a Talker' programme and 'Somerset Total Communication', a recognised sign language. There are good systems in place to use observations accurately to plan stimulating activities across the areas of learning to support children to meet their next steps in learning. Staff deploy themselves efficiently to meet the needs of the children in a fully inclusive environment. This is particularly evident in the support given to children with special educational needs. Staff interact with the children effectively to challenge their learning through the activities they enjoy. Therefore, they make good progress in their learning and development.

Partnership working is a strong focus of the pre-school. Staff have made good links with the school to prepare children for their move to school. For example, staff use consistent strategies to support children to recognise letters and sounds and to develop their early writing skills. Parents receive a wealth of information as children start at the pre-school, such as information on the Statutory Framework for the Early Years Foundation Stage, who is caring for their child, policies and procedures. Staff share information on children's achievements verbally at collection time and show them photographs of children's engagement in a broad range of activities. Staff operate an open door policy and invite parents to look at their children's learning pathways. However, these are not always available in the room. This has been highlighted by some parents on the questionnaires staff use to gain the views of parents and has not yet been fully addressed. This means the pre-school is not consistently using parents' views to make ongoing improvements to their practice. Parents comment favourably about the overall provision for their children. Parents state that 'communication is very good' and how staff provide a 'safe and generally happy environment where children have fun and gain independence'.

Staff use a variety of tools to evaluate the provision and drive improvement. They constantly review the learning environment to improve outcomes for children. For example, staff observations identified that children are not using the home corner to develop their imaginative play. Therefore, the environment was reorganised to provide an enclosed space with room for children to expand their ideas, such as bringing real objects and ingredients into their play. Effective action plans ensure the close monitoring of the

provision and that staff fully address previous recommendations.

### **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>	143053
<b>Local authority</b>	Somerset
<b>Inspection number</b>	938135
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Ladybirds Playgroup Committee
<b>Date of previous inspection</b>	19/05/2010
<b>Telephone number</b>	01984 667342

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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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