



Ladybirds Preschool Playgroup

Inspection report for early years provision

Unique Reference Number	EY293520
Inspection date	30 June 2005
Inspector	Melissa Tickner
Setting Address	Ticehurst and Flimwell Primary School, Ticehurst, Wadhurst, East Sussex, TN5 7DH
Telephone number	01580 200 344
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Registered person	Ladybird's Playgroup
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ladybirds Pre-school playgroup opened in 2004. It operates from a classroom in the new purpose built school in Ticehurst / Flimwell. The playschool serves the local area.

A maximum of 26 children may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 09:00 until 15:00. There are currently 42 children from 2 to 5 years on roll. Of these, 28 children

receive funding for nursery education. Children attend a variety of sessions each week. The setting supports children with special educational needs and children who speak English as an additional language. All children share access to a secure enclosed outdoor play area.

The pre-school employs seven full/part time staff. Two of the staff are qualified and two are working towards completion of early years qualifications to NVQ level 3. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good awareness of keeping themselves healthy, which staff promote and support. They understand the need for hand washing and appropriate methods for hand drying are available. Whilst children must be escorted to the toilets, they confidently recognise the needs of their own bodies. Staff promote good health and hygiene by keeping tables and the kitchen area clean and hygienic. There is also a high level of first aid qualified staff which ensures children could be appropriately cared for should an emergency arise.

Children enthusiastically enjoy healthy fresh fruit for snacks, such as bananas, apples and strawberries. Children are offered healthy alternatives if they do not like what is on offer but are also supported and encouraged by staff to sample and try new fruits. They delight at tasting the produce they have grown in their outdoor area - such as mange tout. They confidently recognise the names of a good variety of vegetables they are growing, monitoring and tasting in their outdoor area. As a result of these aspects, children are developing a strong awareness of healthy eating.

Children access their own drinks that they have brought in and do this independently of staff. This ensures that children remain hydrated. They thoroughly enjoy an excellent range of physical play opportunities. These include regular outdoor play, where children can access the area in all weathers, indoor physical equipment permanently accessible to them and use of the school gym for enjoyable and meaningful physical play opportunities. All children enthusiastically take part in all activities. They recognise the effects of activity on their bodies, and are beginning to understand that exercise plays an important part in a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and stimulating environment, which provides them with room for all areas of play and excellent opportunities to learn. The design has been well considered with space to allow children to play and leave their toys set up without being disturbed. They are also able to view their work at low level and make free and independent choices from a good range of toys and resources, which are organised at child height. Staff have considered how to make use of the outdoor

space effectively and children use this independently throughout the day. These aspects ensure children are cared for in a highly appropriate environment, which is organised effectively to meet their needs.

Children's safety is considered a high priority. Children's safety is promoted in practice by staff and they have clear systems to keep them safe indoors, outdoors and when on outings. They offer clear and fair explanations to help them know and understand the rules of the pre-school. This helps children begin to understand safety and why keeping themselves safe is important.

There are clear risk assessments in place, which help ensure children are cared for in a safe and child friendly environment. Staff have a clear awareness of child protection issues and thorough documentation is in place regarding this aspect. As a result, staff are able to safeguard children effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children have excellent opportunities to learn at Ladybird's and progress is good in all areas of learning. For example, they are making progress in mathematical development through activities such as counting the scoops of ice cream and how much money they need to pay for it, and looking at number cards at group time. They have many opportunities to mark make and learn about letter sounds and letter recognition, as well as enjoy and use books confidently. Children enjoy creative play opportunities such as dressing up and using their large climbing frame as a ship. They move around the setting with confidence as they make choices from the good range of free play learning opportunities offered to them. They are engaged, animated, interested and absorbed, as they select activities independently. Children are keen and enthusiastic learners. This is well facilitated and supported by staff.

The quality of teaching and learning is good. Staff have a sound knowledge of the foundation stage. They are able to offer children very good learning opportunities and challenges through a good range of free play experiences. Clear and effective planning and assessment systems are in place, which staff use effectively to help children make progress. They support children well in their play to help them achieve the most from all activities. They are skilled at deploying themselves effectively to offer children appropriate support and space to initiate their own activities and play independently or with their peers.

Staff successfully recognise and meet children's individual needs. They are skilled at recognising children's level of ability and understanding and are able to help children make progress according to this. As a result, children are making good progress at the setting and enjoy, and achieve in all activities they take part.

Helping children make a positive contribution

The provision is good.

Children's individual care and educational needs are well recognised and identified by staff. They are highly skilled in doing this and help children feel valued, supported and well cared for. As a result, children are developing good levels of confidence and independence and are developing an awareness of the wider society. Children's spiritual, moral, social and cultural development is fostered. Children are extremely well settled and they have developed good relationships with their peers and staff.

Children's behaviour is very good. They are valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They know to share and take turns and use an egg timer to encourage sharing. Methods used by staff for managing children's behaviour are extremely effective and work well in practice. This contributes to helping children feel secure and understand the behaviour rules of the setting.

Partnership with parents is good. Staff work with parents closely regarding their children's care and education. This includes a daily notebook, which children contribute to helping staff complete, a whiteboard, and parent's notice board. There is also an informative and well-presented document on the early learning goals. Systems to work with parents are effective and parents feel they help to keep them fully informed about their children whilst at the pre-school.

Organisation

The organisation is good.

Organisation is highly effective and productive. An extremely organised and accessible set of documentation is in place, which is ordered, easily accessed and stored confidentially. The committee support the setting well, and there are clear links between the reception class and the pre-school. This helps staff to develop best practices and contributes to a smooth transition between pre-school and school for the children.

Staff maintain excellent ratios, and supervise and support children well. Currently not a full 50% of staff are qualified although staff have systems in place to work at this and two staff members are nearing completion of NVQ level three. Staff work extremely well as a team and organise the session well in order to offer children the best opportunities.

Leadership and management is good. There are excellent systems in place for assessing strengths and weaknesses, which staff use to help them make progress and develop. For example, they regularly offer parents questionnaires to receive feedback about changes they would like to see and aspects they think are going well. The setting has a clear vision and staff are enthusiastic and committed to their roles. Currently there are no formal systems in place for appraisals for all staff but informal systems help them identify aspects such as training needs. Overall, the setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Continue to implement systems to ensure that 50% of staff are qualified.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Formalise and extend systems in place for appraisals, to include all staff.

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