

Ladybirds Preschool Playgroup

Inspection report for early years provision

Unique reference number EY293520
Inspection date 07/07/2010
Inspector Vicky Turner

Setting address Ticehurst and Flimwell Primary School, Ticehurst,
Wadhurst, East Sussex, TN5 7DH

Telephone number 01580201617

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 2010

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 Preschool Playgroup moved to its current premises in 2004. It operates from two classrooms in the new purpose built school in Ticehurst/Flimwell. The playschool serves the local area. A maximum of 40 children may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 9am until 3pm. There are currently 73 children from two to five years on roll; of these, 46 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 nine full/part-time staff. The manager holds a BA honours degree in Early Years, the deputy has a level 6 in Early Years. One member of staff is a qualified teacher and the remaining staff hold either a level 3 or a level 2 recognised qualification. All staff are Makaton trained. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Ladybirds Preschool Playgroup enables children to flourish in a stimulating, vibrant and safe learning environment. Excellent partnerships with the school, parents and external agencies mean that the children's individual needs are very well met. Children are confident and make significant progress towards the early learning goals. The rigorous self-evaluation process at all levels means that the setting has a thorough understanding of its strengths and knows how to improve. All recommendations from the previous inspection have been fully addressed, reflecting the setting's outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing outdoor provision to ensure children can access it in all weathers.

The effectiveness of leadership and management of the early years provision

The setting takes its safeguarding responsibilities very seriously. Comprehensive policies and thorough vetting of staff ensure that the children are kept safe. Risk assessments are undertaken for visits and annual health and safety reviews, and daily safety checks ensure that the learning environment is safe for the children to play.

The dynamic manager provides strong leadership for an effective team of highly skilled staff who share the ethos and vision of the setting. She is passionate with high aspirations for the setting. She has high expectations of her staff and is committed to their professional development. Staff, parents and children are involved in the self-evaluation process which enables the setting to build on its strengths and identify areas for development, which includes training another member of staff as a special needs co-ordinator. Staff visit other settings which helps them to reflect on their own practice. Recommendations from the last inspection have been addressed and the new staff appraisal system is a real strength of the setting in moving it forward. All staff are qualified to a high standard. The setting has started a new building project and will move to new premises as part of a Children's Centre in 2011.

The setting utilises two rooms and is very well resourced with attractive, age-appropriate resources which are linked to children's interests. Staff are deployed on a rota basis and make good use of their non-contact time to write up observations, identify next steps and update children's learning journeys. Equality and diversity is very well promoted through a wide range of multicultural resources such as dressing up clothes, dolls and small world toys which help develop children's understanding of differences. Children's home languages and cultures are celebrated. The class bears, Pierre and Marie-Claire, go on holidays with the children and share their experiences on their return. Children sing French songs and count to 10 and know colours and fruits in French. They use Makaton sign language which allows for the inclusion of children with communication difficulties.

Excellent partnerships with school mean that children have access to the school's playground equipment, the information and communication technology suite and can accompany them on school trips. They share resources and organise joint training days. The setting works particularly well with a wide range of external agencies such as the Play Development Service and The Early Years Service. Staff are highly skilled in speech and language development as a result of training provided by the Speech and Language Therapy Service. The setting has been selected as part of a pilot for early intervention with a focus on Nurture. Parents are regularly consulted and are kept very well informed through daily communication with key persons, newsletters, the parent notice board, and by email. Parents attend workshops and children's performances on fairy tales. They access the children's learning journeys at any time and accompany them on trips and family days out. Parents comment that the setting is 'absolutely fantastic', 'the children love it' and 'the transition is really great'.

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

The staff create a welcoming, stimulating and vibrant environment where children can play learn and develop through exploration and investigation. As a result, children are confident and fully engaged in their learning. Children make significant gains in all areas of their learning and development. Key persons find out what the children want to discover and plan the learning environment to facilitate their

learning. Children research and hunt mini-beasts in the garden and enjoy making clay models of mini-beasts in response to 'Percy's challenge'. The discovery area provides opportunities for sensory exploration of natural materials.

Children share a trusting relationship with their adults and, therefore, feel safe and secure within their environment. They play safely and use a range of tools and equipment safely. Children learn about sun safety as they sing the routine of putting on their sun cream and sun hats to the tune of 'Here we go round the mulberry bush.' They learn about personal safety and stranger danger. Visitors to the setting such as police officers and the nurse help children learn about safety and healthy eating. Children make healthy choices from a variety of fruit. They make strawberry and raspberry smoothies which they have with their buttered toast at snack time. Water or milk is also available. The outdoors provides good opportunities for a range of physical activities. However, the absence of a permanent covered area means that children cannot access the outdoors in bad weather. Children contribute to making the rules, understand that there are boundaries and, therefore, behave particularly well. They support each other and help each other learn. They get on well together and are accepting of one another. Children look after their toys and equipment very well because they have ownership of them. They water the plants and care for their pet hamster and goldfish.

Children are very well prepared with skills for the future. The older children make transition books to ensure a smooth transition to the school. Role play and circle time offer excellent opportunities for 'talk'. Children enjoy listening and responding to 'Percy the Park Keeper' via the walkie talkie. Talking photo albums and recordable speech bubbles motivate children to record their descriptions of their photographs and captions for their work. They link letters and sounds to make words and some children read independently. Children take books home to read and tell stories using puppets. Role play areas provide excellent opportunities for mark making. They take flower orders and make cards in the flower shop. They write menus and take orders in English or French in the French café. They order flower pots according to size and heights and estimate how many cups of water fill the pots. Children are particularly competent in the use of a range of information and communication technology equipment such as the CD player, programmable toys and cameras. The webcam enables them to video and take photographs of themselves. They use cameras to record their learning and take photographs of their new class. Visits to the science museum, the post office, the forest, the zoo and Lapland UK, enrich children's knowledge and understanding of the world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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