

# Ladybirds Preschool Playgroup



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

<b>Inspection date</b>	24 November 2015
Previous inspection date	7 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has high expectations and shows strong leadership. She supports staff's personal development and helps them to gain higher qualifications to strengthen their teaching.
- The staff know each child well. They observe their key children's development and plan carefully to move them on in their next stage in learning.
- All children, including disabled children and those with special educational needs, make progress from their starting points and outcomes are good. Staff work closely with other professionals, such as health visitors, to help close gaps in their learning with additional support.
- Staff skilfully care for the babies. They play alongside them, model speech and help to strengthen babies' physical development well.
- Staff plan an attractive and safe environment to give children exciting and enjoyable activities. Children engage well and learn to cooperate with each other. They behave well and learn to follow the nursery rules.

### It is not yet outstanding because:

- Staff do not consistently build on what children already know to challenge and extend their learning.
- Staff do not always help children to develop their ideas and find solutions to solve problems.

## What the setting needs to do to improve further

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

- build on what children already know to challenge and extend their learning
- provide more opportunities for children to develop their ideas and find solutions to problems.

### Inspection activities

- The inspector observed children's play indoors and outside.
- The inspector spoke to children and staff.
- The inspector held a meeting with the manager.
- The inspector looked at nursery documents, such as policies and procedures, and planning for children's development.
- The inspector spoke to parents to obtain their views about the nursery.

### Inspector

Sue Suleyman

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their role in keeping children safe. They are confident to follow procedures and report any concerns for a child's welfare to help protect them from harm. The manager and committee monitor and evaluate all aspects of the nursery. They use the views of parents and staff when planning improvements, such as the new online assessment. The staff observe and assess children's progress and the manager analyses data and checks that all children are making good progress. The manager uses additional funding well to target support for children. For example, she brought new reading books to help close the gap in children's literacy skills. Children's learning in this area is stronger and ensures that staff prepare them well for school. The manager has a comprehensive staff training plan, which means all staff are suitably qualified or following a training course to develop their skills.

### Quality of teaching, learning and assessment is good

Staff help children learn a range of skills through music, singing and stories. For example, children learn to count and clap out the number of sounds they can hear in words. Staff use children's interest in a favourite book to learn more about nature. They enjoyed digging and planting bulbs, and looked at worms through magnifiers. They learn new words that help to build their growing vocabulary. All staff help children to explore using their senses. Babies excitedly catch bubbles blown by staff and older children mixed flour, water and spices to make gingerbread.

### Personal development, behaviour and welfare are good

Children are eager to learn and have fun in the stimulating and interesting nursery environment. They behave well, listen to adults and help each other. The older children wait their turn in a counting game and show good concentration. Staff are caring and have warm relationships with the children. Children feel secure and understand the routines of the nursery. They show confidence and staff promote their self-esteem. For example, they photograph children's achievements and share these with parents. Staff value each child as an individual. They work closely with families to ensure all children are fully included in nursery activities. The children learn about the wider community, celebrating festivals with the help of parents, such as Diwali. The children enjoy healthy snacks and learn how to make them. They learn how to operate technological equipment to make milkshakes and watch excitedly for popcorn to come out of the popcorn machine.

### Outcomes for children are good

All children make good progress in their learning. Disabled children and those with special educational needs make very good progress from their starting points. Children are motivated to learn and gain good skills for future learning.

## Setting details

<b>Unique reference number</b>	EY293520
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	826975
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Ladybird's Playgroup Committee
<b>Date of previous inspection</b>	7 July 2010
<b>Telephone number</b>	01580201617

Ladybirds Preschool Playgroup registered in 2004. It is located in Ticehurst, East Sussex. The pre-school opens five days a week for 50 weeks of the year. Sessions are from 8am until 6pm. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school employs 11 staff. The manager holds Early Years Professional Status, six staff have qualifications at level 3 and one has a qualification at level 2.

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