

# Ladybirds Pre-School Leavenheath



Leavenheath Village Hall, Wrights Way, Leavenheath, Colchester, Essex, CO6 4NR

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 19 October 2015 |
| Previous inspection date | 31 March 2011   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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 pre-school has a warm and welcoming atmosphere. Staff build good relationships with parents. Parents all comment that their children are very happy and settled at the pre-school.
- Staff are well qualified and use their knowledge to promote children's learning and development. Children learn a letter each week in small-group sessions. They each bring in an object from home to share with the group that begins with the letter of the week.
- Children learn about the world around them through nature walks in the local woods. They gather natural objects to explore and use in activities at the pre-school.
- The pre-school has built strong partnerships with other settings, including local schools that children move on to. The management team liaise closely with the committee, enabling ideas to be shared and incorporating parents' and children's views.
- Children thrive in the warm and caring environment. Every child is valued and their self-esteem is boosted through praise and encouragement.
- Staff use every opportunity to support children's development in mathematics. Children learn concepts of behind, in front of, under and over. They use natural materials collected from the woods and search for hidden plastic insects and animals.

### It is not yet outstanding because:

- Staff do not make the best use of opportunities for children to develop their early writing skills.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early writing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as, the children's learning journeys, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The management team, along with the committee, use self-evaluation to accurately assess further development and improvements for the pre-school. This includes the variety of learning opportunities and quality of teaching. The arrangements for safeguarding are effective. All staff know the procedures to follow if they have a concern about the welfare and safety of a child. The manager uses an established system of observation and supervision to identify training needs. All staff have a clear programme of professional development to extend their knowledge and skills. This has a positive impact on outcomes for children. The quality of teaching is consistently good and staff have a clear understanding of how children learn and develop. Senior staff are good role models in the pre-school room, demonstrating strong practice to the staff.

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

The quality of teaching is strong. Staff use questioning effectively to develop children's thinking and extend their learning. Staff use regular observations and precise assessment to plan interesting and challenging experiences for the children. This enables staff to effectively identify children's next steps in learning. Parents are well informed and are actively involved in their children's learning. Developing language and communication skills is a high priority in the pre-school and staff reinforce children's learning through repetition. Staff provide many opportunities for children to develop their language in small-group activities. In an art and craft activity, children were learning which colours mix together to make the colour orange. Staff introduce new words, for example, mixing and blending, as well as reinforcing words children are not yet pronouncing clearly. At times, staff do not provide opportunities for children to develop their early writing skills.

### Personal development, behaviour and welfare are good

Children are motivated to learn. Children engage in all activities and sit for concentrated periods of time. Children learn to respect and understand others' differences through activities and stories incorporating many different festivals. Children take an active role in story sessions, a child plays the part of the little owl, while holding the owl puppet and repeating the words from the story. Children behave well and receive consistent, clear boundaries for behaviour. Children are taught the skills of sharing, taking turns and negotiating fairly with each other when they do disagree. Children listen carefully and respond when staff ask questions to extend their learning. The key-person system is firmly embedded in the pre-schools' practice. This works effectively in engaging parents in their children's learning and development. Staff have built good relationships with the children and know the children very well.

### Outcomes for children are good

All children are making good progress from their starting points. Staff quickly identify any gaps in children's learning and effective support is provided. Staff promote children's independence and self-confidence, which prepares children for their next steps in learning and for moving on to school.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | 251547                         |
| <b>Local authority</b>             | Suffolk                        |
| <b>Inspection number</b>           | 866542                         |
| <b>Type of provision</b>           | Full-time provision            |
| <b>Day care type</b>               | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 2 - 5                          |
| <b>Total number of places</b>      | 24                             |
| <b>Number of children on roll</b>  | 19                             |
| <b>Name of provider</b>            | Ladybirds Pre School Committee |
| <b>Date of previous inspection</b> | 31 March 2011                  |
| <b>Telephone number</b>            | 07846 604177                   |

Ladybirds Pre-School Leavenheath was registered in 1990. The pre-school employs four members of childcare staff. Of these four hold appropriate early years qualifications at level 3. The pre-school opens Monday, Thursday and Friday term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, children with disabilities and those with special educational needs.

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