

Inspection of St Oswalds Ladybirds Preschool (CIO)

St. Oswalds C Of E Primary School, Mayfield Road, Ashbourne, Derbyshire DE6 1AS

Inspection date: 29 June 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school with enthusiasm and an eagerness to learn. They demonstrate they have a strong sense of security and feel safe. They confidently settle and quickly choose what they wish to play with. Children understand the expectations for behaviour. They are well mannered and form good friendships with their peers. They play cooperatively together. This is evident as they make roller coasters. They share the building blocks and take turns in placing the blocks side by side. They talk to each other about what size block to use and enjoy rolling cars down their finished creation.

Staff have high expectations for children's learning and provide activities that enthuse and enhance their play. Children relish these activities and have a positive attitude towards their learning. For example, staff provide snails for children to look at, to help extend their understanding of minibeasts. Children become engrossed in watching the snails come out of their shells. They start a snail race and look at the snail's shell. Staff extend this activity well and suggest children make some snail trails using glue. Children thoroughly enjoy this. They use their small-muscle skills effectively as they spread the glue on black paper. Children delight in talking to the staff about snails and that they 'are drawing snail poo'.

What does the early years setting do well and what does it need to do better?

- The manager and staff work well as a team. They take the time to get to know the children when they start at the pre-school. This helps them to plan activities that are of interest to the children. Staff monitor children's progress and identify their next steps in learning. They provide activities that ignite children's learning, such as exploring the properties of soap and shaving cream. Children eagerly move their hands and make large swirling movements. This helps to strengthen their small muscular skills.
- Staff use of additional funding effectively, such as purchasing balancing boards, to enhance children's physical development. They provide timely interventions and take advice from external professionals, to help meet the needs of children who have special educational needs and/or disabilities.
- The manager provides a curriculum that follows children's interests and encourages them to explore and investigate. Children are motivated to learn and show good levels of engagement during their self-selected play. However, when they take part in group activities some children become restless. This is evident as children sit and listen to staff explain facts about snails but wait too long to go on the snail hunt.
- Staff promote children's communication and language skills effectively. They make eye-contact when speaking to children and ask questions that encourage them to think. They introduce new words into children's vocabulary, such as

'tentacles' and 'spiral pattern', when talking about snails. This helps extend their conversational skills.

- Staff are less confident in their understanding of the overarching intention to help children develop their early reading skills. They place books alongside activities and have print in the environment. However, staff do not encourage children to use these to help extend their understanding of words and sentences, and excite their love of stories.
- Parents praise the staff and feel that they have been given detailed information on their child's progress. Staff find out about the children's experiences from home, such as children's enjoyment of outside play. This has led to the pre-school developing their wild garden. Here, children can explore nature and learn to take risks. For example, they climb slippery slopes, lift logs to find insects and build using twigs. This helps to build their confidence and self-esteem and, therefore, helps their future learning.
- Children behave well and develop their personal skills effectively. They frequently wash their hands and tell each other they are 'getting rid of the germs'. Children are developing their independence skills effectively to help with their future learning. For example, they clear away their dishes after snack and independently put on their all-in-one suits to go outside.
- The manager is ambitious and has a positive working relationship with the host school. She plans purposeful and enjoyable professional development opportunities for her team. For example, staff complete training about using yoga to help provide a calming effect for the children. This is having a positive impact on learning through the staff's deepened awareness of how to help children deal with emotions and feelings.

Safeguarding

The arrangements for safeguarding are effective.

The manager has up-to-date knowledge of child protection and staff attend safeguarding training. She and her staff understand how to identify children who may be at risk of harm. They understand the steps to take should they become concerned about children's welfare, or the conduct of a colleague. Staff understand wider safeguarding issues, such as the 'Prevent' duty. Robust recruitment arrangements ensure that all staff are suitable to work with children. The premises are safe and secure and staff are well deployed. Staff follow safety procedures, such as assessing risks in all areas that children use, to identify and remove any hazards.

What does the setting need to do to improve?

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

- develop staff's understanding of the overarching intention for early reading skills

and provide them with ideas of how to implement the intention during play, in order to enhance children's early literacy skills

- review the organisation of group activities to ensure all children remain engaged and ready to extend learning opportunities further.

Setting details

Unique reference number	EY557200
Local authority	Derbyshire
Inspection number	10174959
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	St Oswald's Ladybirds Preschool (CIO)
Registered person unique reference number	RP557199
Telephone number	07980420232
Date of previous inspection	Not applicable

Information about this early years setting

St Oswalds Ladybirds Preschool (CIO) registered in 2018 and is located in St Oswald Church of England Primary School, Ashbourne, Derbyshire. The pre-school employs 10 members of staff. Of these, all but two hold appropriate early years qualifications at level 2, 3 and 4. The pre-school is open from Monday to Friday during term time only. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID – 19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed how the pre-school deliver their curriculum.
- The inspector observed the interactions between the staff and children during activities and assessed the impact these have on children's learning.
- A joint observation of a planned adult-led activity was completed by the inspector and the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a discussion with the head teacher and Early Years Coordinator of the host school in order to find out about how the children transferred to their school.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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