

Inspection of Ladybirds Preschool Parkside

Ladybirds Parkside Preschool, The Festival Hall, Merryoak Road, Southampton,
Hampshire SO19 7QR

Inspection date: 22 September 2022

Overall effectiveness	Good
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

Parents and children are greeted warmly by the manager when they arrive. Children confidently walk into the pre-school and collect their picture to self-register. They engage in conversations, which makes them feel valued and welcomed. Good security systems are in place which staff, parents and visitors follow to keep the children safe. Staff know the children well and have a secure understanding of how to support their unique learning needs. Staff have high expectations of what children can achieve. Consequently, children make good progress from their starting points. This includes children in receipt of additional funding, those who speak English as an additional language and those with special educational needs and/or disabilities (SEND).

Children play in a language-rich environment where they are exposed to varied vocabulary to develop their speaking skills. The children demonstrate a positive attitude to learning. For example, as they make play dough together, they mix the ingredients and discuss how they can make it less sticky. Children experiment with adding more water and flour until they reach a squishy consistency. The children demonstrate good behaviour and respect for each other.

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

- Staff report high levels of well-being and personal development. They have access to training opportunities and confidently discuss the impact on their practice. For example, staff receive training in understanding the learning and development needs of two-year-old children. Good induction and training enable all staff to develop their knowledge and competencies.
- Leaders have high aspirations for the children and staff. As a result, the children have access to a stimulating and well-resourced environment. Staff continually observe and assess children's development and plan a broad curriculum. However, children's play is frequently interrupted by changes in the routine. For example, children's choice of free play is sometimes interrupted by staff calling them to another activity. As a result, children are not consistently able to engage in deep concentration.
- There is very good emphasis on promoting children's key skills in communication and language. Stories and songs are a big part of the children's learning. Staff attract children's attention with props and exciting stories. Children act out the actions for 'We're Going on a Bear Hunt' and excitedly recite the words of the story. Consequently, children have opportunities to develop their speech, language and listening skills.
- The special educational needs coordinators use their good knowledge and experience to identify children who need extra support. They link well with parents and other agencies and quickly implement targeted support for the

children. Staff who care for children with SEND are given good guidance. They use specific teaching strategies, such as picture communication cards, to aid children's progress. As a result, the children make good progress from their starting points.

- Partnerships with parents are good. Parents' feedback about the pre-school and their communication with staff is positive. Leaders and staff ensure that they share home learning ideas with parents. For example, stories and songs are given to parents to share with the children at home. As a result, parents report that their children are learning new words and numbers very quickly.
- The key-person system is well established, and children settle quickly. Detailed information is gathered before children begin at the pre-school. For example, staff offer home visits to help ease the settling-in process.
- Leaders work in partnership with parents to ensure that there is a consistent approach to making positive choices. The pre-school has achieved a bronze award for taking part in a healthy eating initiative provided by the local authority. As a result, staff support children with making healthy food choices, such as eating their main meal before treats.
- Staff encourage children to develop good personal independence skills. For example, children put their coats and wellington boots on ready for outdoor play. However, there is less emphasis on providing opportunities for children to develop their self-help skills linked to personal hygiene, such as blowing their nose. As a result, children heavily rely on adults to help them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to safeguarding children. All staff receive up-to-date training in child protection and discuss different scenarios at meetings. They are confident at recognising and reporting any signs that may indicate that a child is at risk of harm. This includes wider safeguarding issues, such as female genital mutilation and radicalisation. Staff are aware of the correct procedures to follow when reporting concerns. These include notifying the local authority designated officer and Ofsted when suitability or safeguarding concerns are noted about staff. The manager follows effective recruitment and vetting procedures well when appointing new members of staff.

What does the setting need to do to improve?

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

- review the structure and routines of the day to allow children time to consolidate and deepen their knowledge through uninterrupted play
- strengthen opportunities for older children to take care of their personal hygiene needs.

Setting details

Unique reference number	2531700
Local authority	Southampton
Inspection number	10208481
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	40
Number of children on roll	40
Name of registered person	Ladybirds Pre-School Southampton
Registered person unique reference number	RP905172
Telephone number	02380447997
Date of previous inspection	Not applicable

Information about this early years setting

Ladybirds Preschool Parkside registered in 2019 and is situated in Southampton, Hampshire. The pre-school employs 11 members of childcare staff. Of these, 10 hold relevant childcare qualifications at level 2 or above. One member of staff is currently unqualified. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Fountain

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with the manager and carried out a learning walk with her. This helped the inspector to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector held regular meetings with the manager throughout the inspection to keep her updated. She also sampled various policies and documents, including those relating to staff's suitability and qualifications.

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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