

Little Lambs Pre-School

Inspection report for early years provision

Unique Reference Number	110498
Inspection date	05 October 2007
Inspector	Lynne Elizabeth Lewington
Setting Address	Church of the Good Shepherd, Winklebury Centre, Basingstoke, Hampshire, RG23 8BU
Telephone number	01256 359431
E-mail	cogs@goodshepherd.fsbusiness.co.uk
Registered person	Little Lambs Pre-school
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Lambs opened in 2000. It operates from the Church Of Good Shepherd in Winklebury, Basingstoke. The pre-school have access to three rooms and a large fully enclosed out door area. It serves a wide geographical area.

The setting is registered to care for a maximum of 26 children. There are currently 15 children on role. This includes 12 funded three and four year olds. Children attend a variety of sessions a week. The pre-school supports children with learning difficulties and or disabilities and children who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 09:15 to 11:45 or 13.00 if children bring a packed lunch.

Four staff members work with the children. Three have Early Years qualifications and are working towards early years/childhood studies degrees. One staff member is currently working towards the National Vocational Qualification Level 2 (NVQ 2). The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is encouraged very well in this happy environment where appropriate information is gathered enabling children's individual health care needs to be understood and managed appropriately. Good care is taken to ensure the environment and resources remain clean and pleasant to use and children learn sensible hygiene routines which promote good health. For example, some independently use the easily accessed tissues to clean their noses and dispose of them appropriately and they learn to wash and dry their hands competently before food. Health and medicinal needs are managed competently ensuring children's good health is promoted effectively. However, parent's permission to seek emergency advice or treatment is not sought.

Children enjoy the sociable snack and lunch times when they sit with their friends and staff to eat. They help to prepare the snack for their classmates and undertake topics about food, increasing their awareness of where food comes from. Staff talk with the children about their food, encouraging and helping them develop an awareness of the importance of natural healthy foods.

Very good opportunities enable children to develop their physical skills both in the playroom and outdoors. Children enjoy activities in the fresh air each day boosting their sense of well being and providing opportunities to use energy and develop their physical skills. They enjoy their outdoor freedom, they run freely, chase and kick the balls, and push each other in the push along cars. These activities enable children to develop their balance and co-ordination. A variety of activities enables fine movements to develop as the children undertake threading activities, draw and use tools in the dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises provide a suitable safe environment for the children's care and play, where they have easy access to an attractive outdoor environment. However, the location of the toilets does not enable children to go to them independently, this impacts on the groups ability to concentrate on their activities as staff frequently have to leave activities unattended.

Good quality toys and equipment enable the children to enjoy their learning and play. They can access toys and equipment easily from the low level cupboards and undertake their activities from low level tables and chairs. Children enjoy these opportunities to act independently as they seek favourite games and puzzles from the selection available.

Very good care is taken to ensure the children are aware of the procedures they must follow if they hear the fire alarm. The evacuation drill is practised regularly and pictures near the fire exit clearly display the children preparing to leave the premises. This helps to reinforce the routine for the children enabling them to confidently participate in the actions required. Comprehensive daily risk assessments help to ensure the premises are safe and suitable for the children's use. Children are developing their awareness of safe behaviour as they remind each other not to run indoors and to pick items up off the floor. They are supervised closely at all times both indoors and out ensuring they remain safe in the setting.

Information is very clearly displayed for parents and staff regarding child protection encouraging adults to safeguard the welfare of all children. A clear policy supports and guides the staff in the action they would need to take if they were concerned about a child in their care. All staff are encouraged to undertake child protection training for the benefit of the children.

Helping children achieve well and enjoy what they do

The provision is good.

The majority of children enter the setting confidently where they are warmly greeted by the staff. Children who are less confident are comforted warmly and encouraged to participate. The daily routine provides familiarity to the children enabling them to feel secure and confident as they know what will happen next. Staff interact extremely well with the children, they listen attentively, sit at the children's level and encourage the children's learning and independence enthusiastically. Weekly team meetings enable the staff to plan and discuss effectively to meet the children's needs and interests.

Nursery education

The quality of teaching and learning is good. Children have access to writing and mark making materials the most of the time. Outdoors, they use pencils and clipboards as they seek bugs, indoors they draw fruit and vegetables at a planned activity and freely make marks on the whiteboard. They are beginning to recognise their own names as they find their names and place it on the registration tree. A wide range of good quality attractive books are available, however they are not displayed attractively to support the children's learning and encourage the children to make choices.

Children benefit from the attractive number display, they look for the number when they talk about the date and they count at many opportunities throughout the session. Staff engage children in activities which encourage the children to look at shape, size and pattern. For example, as the children play with the dough, they make small and large balls and they make patterns with cutters. As they use the construction toys they talk about, on top, at the bottom and inside demonstrating increasing awareness of position.

Children enjoy the bug hunt in the garden. The tick sheet enables them to mark the number of creatures they find. They develop knowledge of the various bugs they find and some confidently hold them showing increasing control and awareness of the need to be gentle. Children look at and talk about the weather each day. The opportunities for outdoor play increase their senses as they experience the different temperatures and changing seasons. Children undertake simple experiments as they learn about sinking and floating and use water and sand in their play.

Children enjoy opportunities to sing action songs and join in enthusiastically. They have opportunities to make their own creations as they use paint, dough and undertake cutting and sticking activities. Children use bricks, duplo and straws to build their own creations. They independently select the materials they want to use and staff encourage and assist enabling the children to create their own models. Dressing up clothes are easily accessed by the children however, props to encourage role play are currently only available outside.

Children are developing an increasing awareness of others and some play co-operatively with their peers. They independently put on their own coats to go out to play and show increasing

independence in their ability to make choices in the activities they wish to undertake. All children are encouraged to tidy away their toys and some confidently remind others to help.

Staff are developing their abilities to plan effectively for children's learning, taking into account children's current interests and current events. However, children are not made aware of the planned activities available to them at each session and some learning opportunities may be missed. Development records are maintained effectively ensuring that children's progress is monitored and appropriate opportunities offered to the children.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children all have equal access to the activities, and staff take into account individual needs and adapt if required to enable a child to participate. The support and advice of other professionals is sought to continue to develop good practice. A clear policy indicates that they strive to use fair employment and recruitment practices and reflect the local community in their activities. The setting is sensitive to other cultures and explores other faiths and traditions in order to give children a wider understanding of the community. Children have visited a local farm and supermarket and enjoyed a visit from a lollipop lady enabling them to develop an awareness and understanding of the roles people play in their community.

Behaviour is managed very well. Staff are enthusiastic, gentle and caring role models to the children. They interact with the children well, praise them frequently, form good relationships and work with parents to encourage positive behaviour. Children know the rules because they are consistent, good manners are encouraged and some children remind their peers of appropriate behaviour. For example they help to tidy away, and prepare the snack. Staff work with parents to encourage positive behaviour.

Partnership with parents and carers is good. Children are settled and secure because parents are happy with the service provided. They are kept well informed each day by the daily communication book and staff are always friendly, welcoming and willing to talk. An informative notice board is easily visible and contains all the required information for parents to see. Parents receive written information about their child's progress and regular informative newsletters which encourage and enable them to support their children's learning.

Organisation

The organisation is good.

Children benefit from the dedicated and enthusiastic staff team who provide the children with a fun learning environment. Good care is taken to promote children's health and safety. The space and resources are used well. Staff encourages children to develop positive behaviour and an understanding and awareness of others through their positive interaction and activities.

The leadership and management is good. Staff undertake an induction process and receive regular supervision and appraisals enabling them to develop their practice for the benefit of the children. The manager is very clear in her role and works hard to ensure staff and children benefit from the happy environment. Regular team meetings enable the staff team to plan effectively for the children considering their individual learning and care needs. Good links are developed with other services enabling the setting to work positively for the children in its

care. All the relevant documentation is available to support the setting in its role and meet the regulatory requirements.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were made to firstly improve the complaints procedure and secondly to develop behaviour management skills.

The setting now has a clear complaints procedure including details of the registered body. This enables parents to be well informed of how they can make a complaint. A complaints record is available. An informative clear behaviour policy is available for staff and parents. Weekly team meetings enable any persistent behaviour concerns to be discussed and appropriate steps to be planned to manage the behaviour effectively.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve toileting routines enabling independence to be developed and activities to be undisturbed
- request permission to seek emergency advice or treatment from parents

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve opportunities for children to undertake imaginative play indoors
- improve the presentation of the books to encourage children's access and interest and to support their learning

- continue to develop planning ensuring that children are aware of the planned activities available to them at each session

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk