

Little Lambs Pre-School

Inspection report for early years provision

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Inspector Anneliese Fox-Jones

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Little Lambs Pre-school was re-registered in 2009 when it moved to new premises. It is privately owned and operates from a Scout hall in Belvedere, Kent. The pre-school has use of the main hall and a secure area for outdoor play. The pre-school is open term time only from 9.30am to 12pm four days a week and from 12.30pm to 3pm on Tuesdays.

The provision is registered to care for children on the Early Years Register. Registration is for a maximum of 26 children at any one time from two years to the end of the early years age group. There are currently 33 children on roll within this age group. The group supports children who speak English as an additional language.

There are seven members of staff. Of which, five have appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make generally good progress in most areas of learning because they are settled and well behaved. The practice is inclusive and welcoming. Partnership with parents is highly valued and supported through ongoing communication in order to develop effective links and to meet individual children's needs. The staff work exceptionally well as a team to support the children and make sure everyone enjoys their time at the pre-school. The pre-school maintains the capacity to continually improve as the owner, alongside her staff, have made a positive start in developing systems to monitor and evaluate the quality of the provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested at the time of each child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 27/11/2009

To further improve the early years provision the registered person should:

- extend the range of opportunities for children to learn about information and communication technology (ICT)
- develop further systematic observation and assessment to identify what children are doing in their day-to-day activities, their achievements, interests

- and learning styles
- extend the safety records to include detailed assessments for each specific outing.

The effectiveness of leadership and management of the early years provision

The staff have a secure understanding of their responsibility to safeguard children from harm and have clear reference material to assist with referrals should a concern arise. The pre-school have formal risk assessments for the environment and review these from time to time. All staff help with daily checks and remind children how to play safely. Staff take responsibility for maintaining a safe environment for everyone to enjoy which helps them to understand how to reduce the risk of accidents and increases the effectiveness of supervision. However, detailed risk assessments for each specific outing are not fully maintained to support the provision in managing any excursions off the premises and in reviewing any potential risks to children. The staff deploy themselves well, moving around according to children's needs, in order to support children's development and help promote future learning skills. Documentation is generally well organised and most is effective in fully supporting operational practice. Most records to children's health and safety comply with specific legal requirements. However, written parental consent for emergency medical treatment or advice has been overlooked and is not yet in place. This impacts on children's health in the event of an emergency.

Staff work hard towards improving outcomes for children. They have sought advice and attended various training courses in order to increase their knowledge and understanding of the Early Years Foundation Stage. Effective steps are taken by the setting to reflect and review the quality of its provision for children's welfare, learning and development. For example, the setting readily recognises areas of strength and targets for future improvement because the owner, together with her staff have made good use of self-evaluation. Parents' views are also taken into account when evaluating the provision. This also supports them effectively in continuously improving their provision for all children.

Equality of opportunity and anti-discriminatory practice is promoted well as a wide variety of resources and activities meet the needs of all children and enable children to learn and develop respect for themselves and each other. The staff organise a stimulating and accessible learning environment for children. The room is set out in learning areas so as to stimulate children's interest and promote the development of skills. Resources are attractively arranged so that children can make choices about their play. Children particularly benefit from freely accessing the indoor and outdoor learning environments. Staff have a good knowledge of each child's needs and backgrounds and value diversity of individuals and communities. Parents and carers are provided with good information about the pre-school. For example, there is an informative entrance hall and notice boards, they receive regular newsletters and are warmly invited into the setting to share records of their children's progress. Through discussion with parents it is evident that they have high levels of appreciation and respect for the provision. The pre-

school is aware of the importance to develop effective links with other provisions and professionals in order to promote the integration of care and education.

The quality and standards of the early years provision and outcomes for children

Staff use the Early Years Foundation Stage framework to plan activities which are adapted to meet the individual needs of children and are effective in helping children progress well in all areas of learning. Learning is flexible and takes account of the interests and ideas of each child. Staff monitor children's learning and achievements to identify progress and achievements over time. However, observations have yet to fully identify what children are doing in their day-to-day activities, interests and learning styles. Nonetheless, assessment records are beginning to show how children are progressing and generally this information is used to inform future planning. Effective procedures are in place to enable parents to view and discuss their children's learning records, such as frequent two-way communication and open mornings. All children participate eagerly and with enjoyment in the adult-led and child-initiated activities provided. They especially like to investigate and explore the feeling of melting ice cubes and fake snow scenes, using their senses to discover different textures. Children develop an awareness of the world around them through the use of a range of natural materials in the pre-school, such as, planting and caring for growing things in the garden. Children's home backgrounds and cultures are fully valued and respected as they celebrate a wide variety of festivals within the setting. Parents also play a part here as they share traditions followed at home and help to get involved in practical activities to support this.

Children are happy and busy as they confidently move between the indoor and outdoor environment. There is an efficient rotation of resources to support children's learning in free play. They enjoy considerable opportunities to develop their physical skills as they develop movement and coordination with the use of bikes, trikes, and scooters. Children have extensive opportunities to develop their communication, language and literacy skills. It is evident through their drawings and early mark making that older children are beginning to draw and write with a purpose. They enjoy both large group and small impromptu story sessions where they demonstrate attentive listening skills as they are engrossed within these experiences. Fun and challenging language and mathematical activities are presented to children with good quality resources as they reinforce and extend children's learning in language and counting with objects. Consequently early reading and numeracy skills are beginning to evolve. Children have some opportunities to find out about information technology, although this area is slightly limited overall. Children have regular opportunities to express themselves creatively and explore varied materials and media on a daily basis such as painting, cutting, sticking or play dough. Children are effectively supported by staff and they develop a sense of belonging within the setting. Consequently all children make good progress towards the early learning goals.

Staff are pro-active in implementing effective strategies to promote and safeguard children's health and well-being. Children are beginning to learn how to stay

healthy and about personal care routines. Snack times are sociable occasions with children enjoying a good range of healthy foods. They have fun outdoors using a variety of equipment that encourages the development of physical skills. The environment is safe and children are learning to keep themselves and others safe. For example, children participate in road safety role play activities in the outdoor area. Children behave well and consistent praise and encouragement ensure that children develop high level of self-esteem. Children interact well with their peers and play harmoniously throughout the session. Staff join in their play and link learning effectively to ensure it is relevant. As a result, children learn very effectively through play and develop a strong sense of security to ensure they can relax and have fun.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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