

Little Lambs

Inspection report for early years provision

Unique reference number	EY379912
Inspection date	14/09/2009
Inspector	Sandra Daniels

Setting address	Little Lambs, St Mary's Parish Rooms, 201 High Road,, Loughton, Essex, IG10 1BB
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Telephone number	07761 692749
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Lambs registered in 2008. It operates from the first floor of St Mary's Parish Rooms, which are situated in the centre of Loughton, Essex. A maximum of 26 children aged from two to under five years may attend the setting at any one time and there are currently 35 children on roll. The setting supports a number of children who have English as an additional language. The setting is open Monday to Friday, between 09:15 and 12:15, during school term times. All children can access a secure enclosed outdoor area. The setting employs nine members of staff; four hold a relevant qualification and three are currently working towards a Level 2 qualification. Little Lambs is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in this setting are valued as unique individuals and diversity is respected as they learn about similarities and differences. Effective partnerships with parents leads to practitioners who know each child very well and, therefore, respond to and incorporate children's interests into their learning programmes. Managers and staff work very well together with great enthusiasm and a principled educational vision. The setting recognises the value of continuous quality improvement and how it impacts on children's development.

What steps need to be taken to improve provision further?

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

- involve children in learning which takes them into the local community, such as walking to the shops and ensure that partnership working with other providers of the Early Years Foundation Stage (EYFS) is effective in supporting children's progress.

The effectiveness of leadership and management of the early years provision

All policies, procedures and documentation are maintained and implemented well to ensure the safe and efficient management of the Early Years Foundation Stage (EYFS). Children are very well safeguarded. There are clear and robust strategies and procedures in place, including a specifically designated member of staff. All practitioners are clearly aware of their roles and responsibilities to protect children at all times. The recruitment procedure ensures that staff are appropriately vetted and qualified to work with young children. Risk assessments are comprehensive and effective in identifying and minimising potential hazards and cover the inside and outside areas. Children are taught to be safety conscious without being fearful. For example, they regularly practise the emergency evacuation procedure

with staff.

Children benefit from using a broad range of good quality resources which support their learning and development. The environment is bright and welcoming to all. It offers children opportunities to make choices about their activities, for example, they can play inside or outside and select resources for themselves. Positive outcomes for children are clearly attributable to the good and effective use of resources and the setting is taking steps to ensure that resources and the environment are sustainable. High staff ratios ensure that all children receive the support they require.

Practitioners promote equality and diversity actively and well. Any barriers to participation and achievement are removed and positive relationships are strongly promoted. There is a strong focus on supporting language, communication and social skills to enable all children to achieve and participate. Staff are reflective and there is a real commitment to continuous professional development and to raising skills. A well-planned programme of ongoing formal and informal learning opportunities ensures that skills are consistently updated. Very strong and effective partnerships are built with parents, carers and children, including those for whom English is not their first language and those with special educational needs and/or disabilities. Useful information is shared at the start of each placement and this is used well to assess starting points, plan activities and record progress for each child. There is a common sense of purpose between adults who work together to ensure that all groups of children have the opportunity to achieve as well as they can.

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

The setting provides opportunities for children to explore, play and learn in a safe and secure environment. Children's physical, social and emotional well-being is fostered on an individual level while staff clearly recognise and meet their needs in terms of belonging to and being part of a group. Through interesting thematic planning, children learn about themselves, their bodies and physical attributes. They begin to learn about the importance of keeping healthy and adopting effective hygiene practices. They make healthy choices at snack times and can choose to play outside every day. Children feel safe and grow in confidence as they become familiar with the routine and the boundaries for behaviour. Staff skilfully support children to become independent and active learners. Many children concentrate on chosen activities for sustained periods of time, for example, building and re-building the railway set or investigation various educational computer games. Practitioners work hard to facilitate personalised learning for all children, using their interests to plan for the future. Very close and caring relationships develop between adults and children and children also build friendships with their peers. Older children are encouraged to support younger ones and their self-esteem grows as they receive praise for their efforts. New children settle well into the group.

All children make good progress towards the early learning goals in each area of

learning. They are supported to develop the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children are happy and behave very well in response to the calm and consistent approach of all members of staff. Clear explanations are given and children are encouraged to consider the feelings of others and to respect their environment. Children begin to develop a good understanding of the wider world. However, some learning opportunities are missed as children are seldom taken into the local community, for example, a walk to the shops.

Practitioners have a good knowledge of the learning and development and welfare requirements of the EYFS and are skilled at promoting positive attitudes towards learning. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessments and matched to the full range of children's needs.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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