

Little Lambs Pre- School

Inspection report for early years provision

Unique reference number EY225918
Inspection date 20/01/2010
Inspector Elaine Margaret Hayward

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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 Pre-School Centre originally opened in 1991 and was re-registered in 2002 at the current premises. It operates from three rooms in a purpose built Early Years Centre in Wollescote near Stourbridge. All children share access to a secure, enclosed outdoor area. The setting serves both the local and wider catchment areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 55 children. There are currently 108 children on roll in the early years age range. Children attend for a variety of sessions. The group opens five days a week during term times only. Sessions are from 8.30am until 11.30am Monday to Friday and 12.30pm until 3.30pm Monday to Thursday. The setting supports children with special educational needs and disabilities and children who speak English as an additional language.

Twelve full and part-time staff work with the children. Eleven staff hold appropriate childcare qualifications. The setting receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are offered an excellent range of experiences which capture their imagination and support their learning highly effectively, ensuring that they make excellent progress towards the early learning goals, given their age, ability and starting points. The setting is wholly inclusive and each child is valued and respected. Staff are well qualified and totally committed to ensuring that the unique needs of each child are clearly identified and met. Extensive, purposeful and close partnerships with parents, schools and other agencies are a key strength and are significant in successfully promoting children's welfare and learning. A full and comprehensive system of self-evaluation which is ongoing, enhances a setting that meets the needs of all children extremely successfully and ensures continuous improvement is sustained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- monitoring further the impact of quality improvement processes on outcomes for children; this relates to the use of new initiatives and pilot projects.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because staff clearly understand the rigorous policies and procedures for safeguarding children and are diligent and clear regarding their roles and responsibilities should they have concerns regarding a child in their care. Robust procedures for vetting and assessing the suitability of staff are stringently implemented followed by in-depth induction for new staff to ensure the safety and well-being of all. Risk assessments are robust and enable children to move freely around the setting, both indoors and out. A fully comprehensive range of policies and procedures and in-depth documentation enhance the excellent practice and ensure the safe and efficient management of the setting.

All those involved in the setting are highly motivated and passionate about the service they provide, sharing a clear vision of what they want to achieve, embedding ambition and driving improvement. Practitioners work highly efficiently as a team, are well qualified and regularly attend training in order to develop their knowledge and expertise, enhancing further the outstanding provision. High quality resources, effective staff deployment and key-worker system ensure that children are well supervised and supported at all times. Children with special educational needs and disabilities are supported most comprehensively by extremely knowledgeable staff who liaise closely with other professionals, helping children reach their potential. Management and staff provide an exciting and inspiring environment, constantly and effectively reflecting on their practice, seeking the views of parents and children, using their self-evaluation to promote improvement even further. As a result of their success, the setting is frequently asked to pilot new initiatives, although the number of pilot projects has the potential on occasions to impact on outcomes for children such as regarding organisation at the end of a session.

Equality and diversity lie at the heart of the setting. This is supported by exceptional engagement with parents and carers. Exchange of information is clearly two-way and ongoing. The setting keeps parents informed for example, through daily conversations, notices, newsletters, questionnaires, children's journals and meetings. The expertise and views of parents are highly valued and sought by staff. As a result, parents feel they do have a voice and play a vital role in their children's care and development, that their views are important. Parents value for example, the initial home visits before their children start. All parents comments are reflected and acted upon to improve the service provided, such as ensuring information is also available on the internet, including a 'snowline' to aid parents who work. Parents feel that the setting is warm and homely, that staff are exceptional. Full inclusive practice for all children is further supported by highly effective partnerships with other settings, schools and outside professionals.

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

The setting is totally child-orientated and promotes extremely happy, confident and independent children. Children benefit from the excellent balance of adult-led and child-initiated activities. They make exceptionally good progress in all areas of learning and development supported by dedicated and enthusiastic staff who provide exciting and stimulating activities. The organisation of space and effective deployment of staff ensure that children are able to participate freely in all areas at their own level of understanding and development.

Children thoroughly enjoy all aspects of their time at the setting, making very close bonds with the adults who know them extremely well. Staff ensure they learn as much as they can about the children in their care, creating continuity between home and the setting. Highly effective planning and ongoing observations, with individual play plans and lovely informative 'Learning Journeys' supported by frequent checks ensure that children move forward at a pace appropriate to their individual needs. Staff delight in children's achievements, motivating children even further, helping children develop skills for the future.

Children learn about the wider world as they feed the birds and as the snow arrives when they go outside where they revel in the snow but are not so keen on being wet and cold! They see what happens as the snow melts and watch as water is frozen again. This leads to a whole new exciting world, where animals such as polar bears live, as children recreate their own cold play area in the nursery. They release their imagination as they play in the sinks they have filled with ice cubes, playing with toy animals, looking at books, as they make snow flakes and create in a whole manner of ways with a wide range of resources. Children are excited, absorbed and highly motivated to learn.

Children feel totally safe around the setting. They behave well and learn to care for each other, helping and praising younger and less-able children such as when at a computer or as a child joins in with an activity and takes a photograph. They help adults, tidying away. Children love the freedom to go outside where they have space to run around and ride their trikes, parking them carefully in the numbered bays. They can be seen making music with pans or totally absorbed in building a frame with large wooden blocks and then concentrating very hard as they climb it and balance carefully as they walk across the top.

Activities are set out at children's height to promote self-selection. Children's independence, understanding of healthy lifestyles and knowledge of the world around them is enhanced as they enter their own cafe area. Children volunteer to prepare food, helping to cut up and slice carrots, tomatoes, cheese, apple and cucumber, laying out bread sticks, all dressed appropriately as kitchen helpers. They self-register, having washed their hands beforehand, choose what they want to eat, helping themselves to water from the jugs or carefully getting their cartons of milk from the fridge. Snack times are social times, where children and staff sit and chat together. Staff can be seen sharing a book about foods from around the world, talking about foods, asking the children if they use chop-sticks and a child

informs her no but he uses a fork to eat spaghetti.

Children love the role play areas around the setting, using their imagination as they iron and prepare meals. Children can be seen with adults who willingly join in 'at the hairdressers' having their hair washed and shampooed, asking questions to make them think, listening, responding enthusiastically as their hair is carefully dried and re-styled with accessories. Children dressed as characters from fairy stories such as Snow White, Cinderella and princesses 'float' around the setting. Children are engrossed as they build with large construction sets, choose their library books to take home, join in with stories brought to life as they are read by animated staff. They look inside magic boxes and learn about sounds and numbers through exciting resources with numbers, letters, their names and meaningful labels and displays at their height and through staff who make everything 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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