

# Little Lambs Pre-School

Inspection report for early years provision

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**Unique reference number** EY320916  
**Inspection date** 06/07/2010  
**Inspector** Gillian Walley

**Setting address** Shepherdswell County First School, Billingwell Place,  
Springfield, Milton Keynes, MK6 3NP  
**Telephone number** 01908 665418  
**Email**  
**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 opened in 2006, having previously operated for several years at another premises. It is managed by the playgroup's committee. It operates from a base room in a Shepherdswell First School in Milton Keynes, and has the use of several other areas within the school. A maximum of 16 children may attend the pre-school at any one time. It is open each weekday from 8.30am - 11.30am & 12.15pm - 3.15pm during term time. The children have access to a secure enclosed outdoor play area. There are currently 32 children aged from 2 years to under 5 years on roll. Some of these receive funding for nursery education. Children come from the local catchment area. The pre-school currently supports a number of children who speak English as an additional language or who have special educational needs. It employs 4 full time staff all of whom hold appropriate early years qualifications. The pre-school is registered for Early years, Compulsory and Voluntary child care. It works closely with the first school and with the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall provision is good. All children who attend Little Lambs Pre-school make good progress because it is inclusive and meets the needs of each child, including those who are at the early stages of learning English and those who have special educational needs. The manager and her team are very experienced, and they acquire new skills to help them improve the learning opportunities they provide for the children through regular training. The manager and her team are beginning to evaluate the provision to identify steps they can take to improve it further. As a result the pre-school has a good capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- consider the safety of the pre-children when the school children are using the adjoining cooking area, for example by providing an additional barrier
- ensure that the staff understand which skills the children can develop through their chosen activities
- ensure that all groups of children are making consistently good progress in all areas of learning

## **The effectiveness of leadership and management of the early years provision**

The manager and her staff have rigorous procedures to ensure that the children are always safe. All staff are vetted and visitors sign in. Doors are kept closed and the children play in a secure area. The premises are checked daily and more

thorough risk assessments are carried out annually so that any hazard which could cause an accident is identified. The manager also assesses any risks when she organises visits, for example to the local lake. When children need medicine there are good procedures for obtaining parents' permission. If a child has an accident, the manager provides parents with details in writing so that they know what has happened. All staff have first aid qualifications and understand hygienic food handling. The staff can refer easily to information about children with allergies. The staff have very good links with the adjoining primary school. For example, they use the hall for physical education lessons, they attend assemblies and they use the playground daily. This helps the children to settle very easily when they move to the Reception class. The setting is inclusive and promotes equal opportunities well. They take care to ensure that all children are free from any form of discrimination. The manager provides detailed information about the stages the children have reached and this helps Reception teachers to know what learning opportunities the children need next. The manager and staff meet regularly to review their practice and to plan improvements. They are a strong team and they have attended a very wide range of training courses to develop more expertise, for example in safeguarding, inclusion and in developing children's conversation. They hold weekly planning meetings based on knowing what children have achieved already through frequent observations of their learning. However the staff do not compare the progress of different groups of children in different areas of learning. This would help them to be sure that all children make consistently good progress. The staff provide a very wide range of exciting activities for the children although they do not always know what skills they expect the children to learn through the activities.

The pre-school has improved since the last inspection. The staff are now more qualified and policies are now reviewed regularly. Parents can now attend meetings every term to talk to their child's key workers; they receive written reports about their children and are told their next targets. The staff now record evidence of children's progress through observation notes and photographs in individual scrapbooks. Parents find these very helpful. They feel that their children are always safe and well cared for, and that they make good progress. Parents have access to plenty of useful information, both about what is going on, about the activities the children enjoy and other local services. Regular meetings with key workers help parents to understand the progress their children make and how they can help them at home. When the children start coming to the pre-school the manager holds a meeting with each parent and discusses all the policies and procedures with them. The manager values parents' views and suggestions and she carries out regular surveys. Parents feel their children make especially good progress in their speech, confidence and social skills. They particularly like the support the children receive in learning good manners and behaving well. Parents like to talk to the staff informally, for example, at collection time. They did not identify any areas that require improvement. The manager works closely with the local authority when she needs additional advice about individual children's needs so that these children are very well supported and make particularly good progress. She is also working with the local authority to develop a process for evaluating the provision.

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

The children are very well behaved because the adults have high expectations of them and are good role models. The children talk about their rules which help them to behave well. The staff reward them with stickers for good manners and finishing their lunch or breakfast. Staff encourage the children to develop new skills and they praise them for being polite and helpful. They ask them questions and encourage the children to solve problems. The children play well together and share with one another. They are confident and feel that the adults take very good care of them. They concentrate on one activity for a long time. They choose what they want to do, and have a very wide selection of toys, including dolls, construction and puzzles. They develop their imagination by dressing up, using puppets and through role play. They extend their vocabulary through exciting experiences such as visits to the local shops and the canal. Outdoors the children learn about what plants need to grow well by growing sunflowers and looking at the plants growing in the outdoor classroom. They learn about creatures such as ladybirds and spiders and their habitats, and they learn to identify different birds when they watch them feeding. They make very good progress in their physical development when they play on the school's extensive climbing equipment and they learn to balance on tyres. The children learn to work as a team when they play with the parachute. The children develop good creative skills such as painting and printing. They have painted ladybirds and made pictures of snails because they wanted to learn about mini beasts. They begin learning to write using a chalk board in the outdoor area and the resources on the writing trolley in the classroom. They learn to recognise numbers because they are displayed in the classroom, and they talk about numbers often, for example counting how many legs a spider has and counting how many children are present at registration time.

The children learn to become independent, for example by choosing when to have their snacks, pouring drinks and putting toys away. They hang their coats on their pegs and dress themselves after PE sessions. They learn about the importance of a healthy lifestyle because they discuss their healthy snacks and breakfast, and they understand how to avoid infection because they can explain when and why they wash their hands. They have made a display of pictures of themselves keeping healthy and they are finding out more about different fruits and vegetables by reading the story of the Hungry Caterpillar. They know that they must wear sun hats and sun cream if they are playing outside on a sunny day. Children make good progress in understanding about people of different cultures because they learn about celebrations and customs. They taste traditional dishes from other countries and dress up in special clothes. The children also play with multicultural toys and musical instruments and listen to stories in different languages and from different cultures. They learn words such as 'hello', 'please' and 'thank you' in different languages. The children begin to develop their understanding of being part of the community by taking part in a sponsored toddle for charity. The attitudes and progress children make equip them very well for the next stage in their education.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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

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