



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 129098**

**DfES Number: 585280**

### **INSPECTION DETAILS**

Inspection Date      06/07/2004  
Inspector Name      Juliette Lloyd

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Little Lambs Pre-School  
Setting Address      The Good Shepherd Church  
                                 79 Moorside Road  
                                 Bromley  
                                 Kent  
                                 BR1 5EP

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Sharon Cole

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little Lambs pre school operates from a church hall within Good Shepherd Church in the Downham area. The pre school has the use of the very large hall which has dividing doors. There are also separate children's and adults bathroom facilities and a kitchen. The group now has access to an outdoor play area. Opening times are Monday - Friday 09.30 - 12.00 and on Monday, Wednesday and Friday from 12.30 - 15.00.

### How good is the Day Care?

Little Lambs Pre-School provides satisfactory childcare. Staff, have experience and relevant qualifications and provide a range of activities which promote the development of children in a stimulating environment. The accessibility of equipment promotes the children's independence. Policies records and procedures are appropriate and generally well maintained, although some need developing further.

Staff are aware of and implement procedures to ensure that children are not at risk of most hazards, however, the hand washing facilities need to be improved and the kitchen area maintained to a higher standard. There is a good understanding of children's dietary needs providing children with choice and nutrition.

There are positive opportunities for children to learn about other cultures, equality and justice through play, creating an environment which values the contribution of children and parents. The key worker system provides opportunities for children to have their development recorded and assessed. However, staff need to ensure that key information is shared about individual children to ensure that their individual needs are being consistently met, for example, when key staff are absent.

Children with special needs and English as an additional language attend the pre school and have access, alongside their peers, to all the activities and play opportunities provided. The setting works effectively with parents and other agencies to meet children's individual needs. However, individual education plans (IEP's)

need to be regularly updated and all staff made aware of children's individual needs. The provision has policies in place for the management of behaviour but these are not always consistently applied.

Partnership with parents is very good, information systems are in place and parents are involved in delivering the day care programme.

### **What has improved since the last inspection?**

Since the last inspection good progress has been made in addressing the issues raised. The manager has now completed a written procedure/ policy for outings that incorporates the use of risk assessment and health and safety requirements.

All cleaning material in the adult/children's toilet is safely stored and inaccessible to the children.

Four members of staff have successfully completed lifesaver for babies and children training, the certificates are all displayed on the parent's notice board.

There is now a medication policy in place accompanied by the medication book for recording all medication to be given.

The group now also has access to an outside play area which is a positive addition to the resources available to children.

### **What is being done well?**

- There is a strong emphasis on equality of opportunity throughout the provision. There are positive images of the children taking part in a wide variety of activities, on display boards. The children's creative art work is thoughtfully displayed. The equal opportunities policy is clear and shared with staff and parents.
- Good systems are in place to ensure that all staff and parents are aware of the policies and procedures regarding the protection of children.
- Healthy nutritious snacks are provided for the children that take into account individual dietary needs. The children are able to choose from a selection of snacks on offer.
- Procedures are in place to keep parents informed about the provision and their individual child's development. The contributions from parents is welcomed and valued.
- There are a good range of toys and resources accessible to the children. The staff plan activities that are fun, exciting and stimulating to the children. Children are able to choose and plan what they want to do.

### **What needs to be improved?**

- the record of the times of arrival and departure of children
- consistent procedure for managing children's behaviour
- the maintenance of the kitchen area
- hand washing procedures for children
- raised awareness and attention among all staff of individual needs of all children, including those with identified special needs
- the availability of a visitor's book

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
7	improve children's hand washing arrangements and ensure that the kitchen area complies with environmental health regulations;	03/09/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	ensure that the visitor's book is available and used appropriately at all times;
10	ensure that all staff are aware of, and attend to, each child's individual needs and that appropriate recording and planning is maintained for children with an identified special need;
11	develop staff consistency and effectiveness in managing children's behaviour;
14	ensure that Ofsted is informed of all significant events and that the daily register records show the times of arrival and departure of children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Little Lambs Pre-School is acceptable and of good quality where children are making generally good progress towards the early learning goals.

The teaching is generally good and the staff demonstrate knowledge of how children learn and the early learning goals. They use their knowledge to plan and provide a varied curriculum that includes a generally good range of challenging learning activities and experiences. Some adult directed activities are planned each session based on children's individual play plans. However, the current system for organising adult focus activities needs improving so that staff are more effectively deployed and clear learning intentions for the activities are planned. There are opportunities for children to develop their independence, nevertheless at snack time insufficient chances are available for children to develop their self-help skills.

Children are developing their mathematical skills. However, insufficient use is made of practical and everyday routines to help children develop basic understanding of addition and subtraction. Staff generally manage children's behaviour appropriately, nevertheless the staff need to be more consistent in their approach to handling behaviour management issues. The integration and inclusion of children with special needs is generally good but the approach to writing children's individual educational plans needs improving. The support provided for children with English as an additional language is generally good, however a more co-ordinated approach for supporting the children is needed. The assessment of children's learning is generally good and staff use their observations to complete each child's records.

Leadership and management are generally good and there is clear leadership and a good management system in place. Staff training is organised and is used to help improve the quality of the education provided. The partnership with parents and carers is very good.

### What is being done well?

- Children are provided with a range of opportunities to choose and plan what they want to do and pursue their own self-initiated activities.
- Children are provided with various opportunities to develop their writing skills and use writing for various purposes.
- Staff use a variety of materials and equipment to help promote children's creative development.
- The indoor area is organised well to provide children with stimulating energetic physical play activities.
- The staff keep parents informed about their children's development and activities planned for children.

### **What needs to be improved?**

- The planning of adult focus activities so that staff are more effectively deployed and clear learning intentions for activities are planned.
- The opportunities for children to develop their independence at snack time.
- The use of practical and everyday routines to help children develop simple understanding of addition and subtraction.
- The consistency of action taken to manage children's behaviour.
- The system for writing Individual Educational Plans (IEPs).
- The support provided for children with English as an additional language.

### **What has improved since the last inspection?**

Since the previous inspection good progress has been made. Steps have been taken to improve the assessment of children's learning. Each member of staff acts as a key worker (i.e. has responsibility for a specific group of children) and devises adult focus activities for their group of children. Written observation notes are kept and dated to show children's progress against targets identified on individual children's play plans. To improve the deployment of staff the one-to-one book exploration sessions are now carried out in the hall area. A maths area has been developed and is used to display children's written numbers and record numbers when involved in practical activities. Additional mathematical resources have been placed within the maths area to help promote children's understanding of mathematical ideas.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in personal, social and emotional development. They confidently express their needs and ideas and generally relate well to each other and adults. However, staff are not consistent in their approach to the management of children's behaviour. They are developing their independence and are confident to try new activities. However, staff make insufficient use of snack time to promote children's independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. They communicate well and are confident speakers. They engage easily in conversations with each other and adults. The children learn that print carries meaning, recognise simple words and know how to handle books. Children show confidence in writing and practise their writing skills of their own choice.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. They learn to count, recognise numbers and shapes. They also learn about size and positional language. However, insufficient use is made of everyday activities and routines to help children develop basic understanding of addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. They have opportunities to learn about technology, cultures, the natural world and characteristics of their environment. The children are taken on some outings and visits to learn about the local and wider environment. The staff plan to take children regularly to a local mobile library from September 2004. The children learn about time through a variety of means including discussion about events in their lives.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move confidently and show competent balance, spatial awareness and coordination that is promoted through access to a diverse range of activities and equipment. They show confident and increasing control and skilful use of hand tool, objects, construction equipment and malleable materials.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in creative development is very good. They show free imaginative expression through a diverse range of activities such as various art and craft activities, musical instruments, singing, role-play, stories and so on.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve the planning of adult focus activities so that staff are more effectively deployed and clear learning intentions for activities are planned.
- Extend opportunities for children to develop their independence at snack time.
- Broaden the use of practical and everyday routines to help children develop simple understanding of addition and subtraction.
- Develop an effective and consistent approach to the management of children's behaviour.
- Improve the system for writing Individual Educational Plans (IEPs) and that staff are aware of how to meet a child's specific needs.
- Improve the support provided for children with English as an additional language and that staff know about the strategies selected to provide particular support.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*