

Baby Lambs Day Nursery

Inspection report for early years provision

Unique reference number

EY312247

Inspection date

12/04/2011

Inspector

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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

Baby Lambs is a privately owned nursery run by Forbs LTD. It was registered in 2005 and operates from three rooms in a converted shop in Lee the London Borough of Lewisham. Registration is for the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. Registration does not include overnight care. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery receives educational funding for three and four-year-olds. The nursery can support children with special needs and/or physical difficulties. The nursery supports children who are learning English as an additional language.

There are currently 19 children in the early years age range on roll. The nursery employs eight members of staff all of whom hold qualifications in child care ranging from National Vocational Qualification at level 3 to Foundation Degrees. The nursery is supported by early years development advisers from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery combines reflective practice with a positive team spirit to drive continuous improvement in the welfare, learning and development outcomes for children. The partnership with parents and other agencies, together with a well developed knowledge of each child, ensure the needs of all children, along with additional support needs, are met. This means that overall children progress well, given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- collect a range of board books, cloth books and stories to share with young babies; provide dual language books, particularly those that reflect the home language of families attending and encourage all children to handle books with care
- provide consistency throughout the nursery when recording the assessment and planning for individual development so that parents are fully involved and clearly informed of the support given for their child's progress
- provide materials and tools for long-term growing projects, for example growing seeds, so children develop an understanding of growth, decay and changes over time

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Child protection training is universal to all staff and procedures are fully understood so potential delay is avoided. Staffs know what to record and who to report to, should they have any concerns for children in their care. Training and procedures reflect current Local Safeguarding Child Board practice and the manager has attended designated person training. Children benefit from well-managed resources including induction, ongoing training and appraisal programmes for all members of staff. The layout of the nursery provides children with a stimulating environment where a range of toys and play materials support and strongly encourage independence. Day-to-day resources are easily accessible to children although books provided are not well cared for and most, in the baby room, are inappropriate for the age group. Risk assessments are in place, including those for outside play and occasional outings. Welfare requirements are consistently applied with constant and close supervision by caring staff so children's well-being is fully promoted. An emergency exit procedure is displayed and practiced ensuring all children are aware of what to do should an emergency arise.

Members of the staff team work closely together to ensure all policies and procedures are understood and implemented. Clear aims and priorities for development such as continual training for a deeper understanding of the support required to achieve best practice is planned. Resourceful staff recognise the importance of reflective practice and focused general planning to aid development. Steps taken since the last inspection are recognised as having a substantial and beneficial impact on all who attend, in particular, the development of a balanced, healthy menu, the maintenance of hygiene standards throughout the nursery and the addition of new resources, benefit all who attend. Regular and daily team meetings are used to share appropriate information and to build confidence in new systems of working. Training needs are recognised and professional development strongly encouraged. There is an effective partnership with local authority professionals who provide support and advice for management and staff. Established and active links with other health and social service agencies support children's continuity of care and all round development. An inclusive self-evaluation process has been initiated to encourage parents to comment on how well the pre-school meets their needs and expectations. Equality and diversity are well-promoted with resources and celebrations for annual festivals and special events such as New Year celebrations, Easter, Diwali and Christmas. Children learn to respect and value their own culture; as well of those of the children they know and meet daily There is a stimulating display of pictures, symbols and information covering health and nutrition that inform those with limited English and children who are learning more than one language. Individual observations and assessments are not consistently and systematically presented throughout the nursery so parents are not provided with continuous records of their child's unique development. Specific support and specialist care from local authority professionals is welcomed into the pre-school to support inclusion for all, particularly those with special education needs or physical disabilities.

The partnership with parents and carers is considered and fruitful. Parents take advantage of the open door policy to discuss their specific requirements. They complete and return the questionnaires that are issued twice a year and record they are happy with the care their children receive when they settle in to nursery routine. Colourful and informative notice boards are in place and education displays effectively inform parents of the early years framework general learning programme. Parents are recognised as contributing their skills and knowledge to support children's learning through play and links are built between key persons and families, so children's well-being is nurtured and their learning and development smoothly extended.

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

Unique learning records are held although these do not consistently and clearly identify children's steady progress towards the early learning goals throughout the nursery. Records in the baby room are not regularly maintained and mini-observations do not identify next steps. Parents are encouraged to discuss their child's experience away from the pre-school with key persons. Recorded starting points provided by parents act as a foundation for future learning. Assessment of individual progress is carried forward as children move through the nursery and in some files planning identifies the six areas of learning and the next steps to learning.

Children are animated, happy and express a dynamic enjoyment during their time at the nursery. They show they feel safe by their active capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they play with the kitchen role play equipment in the outside play area. They are absorbed during craft activities, self challenging to use the scissors and staple to make decorative seasonal posters. They proudly show their pencil work to those nearby and know their work is valued because it is displayed. Children practice and consolidate skills as staff sit with them providing discrete support and direction. They use paper, and a variety of tools, such as pencils or paint to make shapes and some attempt to write their own name. They enthusiastically identify numbers and shapes during adult directed activities and know what 'one more' or 'one less' means. Children learn to problem-solve as they construct the track, or successfully fit pieces of the gearing construction kit. They readily engage adults to join them in their play responding confidently to questions as to their likes and dislikes. Pre-school children join in with familiar nursery rhymes that reinforce number or letter sounds during spontaneously singing inside the classroom as well as in the outside play area. Adults encourage children to describe what they remember, such as characters in the stories they have heard. Children develop knowledge and understanding of the world as they learn to negotiate with others for resources such as the scooters or skipping ropes in the outside play area. They learn how exercise affects their body and makes them fit and strong because they take part in activities in the outside play area each day but do not and learn about long term processes such as plant growth. They take

regular trips to the local park where they experience the seasons, collect craft materials or play on the play equipment.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children they know well. They access tissues and know to dispose of these in a bin to prevent the spread of possible infection. They know to protect their clothes and to wash their hands following messy play or before eating food. Children support and care for each other, they sit sociably together and chat to each other at snack and meal times. The pre-school offers a range of balanced meals and drinks of milk and water. Staff work with parents to ensure their requirements are met. Most children are polite and learning to be well-behaved as they make a positive contribution to the running of the provision. They know their routines and help to tidy away equipment and play co-operatively throughout their stay.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

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

Met