

Lamb Setts (Christchurch)

Inspection report for early years provision

Unique reference number	EY245181
Inspection date	29/03/2011
Inspector	Tara Street

Setting address	Tapton View Road, Chesterfield, Derbyshire, S41 7JU
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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

Lamb Setts (Christchurch) is privately owned and managed. It was registered in 2002 and operates from a purpose-built building in the grounds of Christchurch Infant School in Chesterfield, Derbyshire. Children have access to a secure, enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 11.45am and from 12.30pm to 3.30pm, during term time only. Children attend a variety of sessions.

There are currently 21 children on roll, all of whom are in the early years age range. The setting receives funding for early education places. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, all of whom hold early years qualifications to at least level 2. One member of staff holds Early Years Professional Status. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met. They make good progress towards the early learning goals through a varied and interesting range of activities which generally cover all aspects of learning well. Children's safety and welfare are promoted through effective systems and procedures. The setting demonstrates a good capacity to improve, having implemented a number of positive changes. The management team are constantly evaluating their provision and identifying further areas for improvement.

What steps need to be taken to improve provision further?

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

- extend the range of signs, symbols and pictures in the outdoor area, to reflect a 'number rich' environment and encourage children to be creative in finding and solving problems
- invite members of the local community into the setting to share their expertise and talk to children about their roles.

The effectiveness of leadership and management of the early years provision

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to protect children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. The setting has robust recruitment and vetting procedures in place to ensure staff are, and continue to be, suitable for their roles. All of the relevant documentation is in place, with clear policies and procedures covering all aspects of the provision. Children are protected as the well-qualified staff team supervise the children at all times. Detailed risk assessments are conducted regularly, and staff carry out visual safety checks at the beginning and end of the session to ensure that the environment is suitable for children.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic, and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and are given good opportunities to develop their knowledge and skills through training. Staff are well deployed throughout the whole session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. They promote and support diversity well to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

Successful partnerships with parents and carers contribute to improvements in children's achievement, well-being and development. The setting places great value on ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers regularly take story sacks home over the weekend to enjoy with their children. Parents and carers are encouraged to share what they know about their child throughout their time at the setting, which helps staff to have a broad knowledge of each child's background and needs. The setting has built good links with other early years providers and schools as they recognise the importance of this in helping children with transition to their Reception year. Careful attention is given to establishing the individual needs of each child and working with other agencies and early years professionals, where appropriate, to secure their inclusion and development. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language.

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

Children are very happy in the warm and friendly environment, where they have many opportunities to make good progress in their all-round development. Planning documents cover the six areas of learning well and detailed ongoing observations undertaken by the staff enable them to record children's achievements and progress. Staff engage well with the children and develop

positive relationships. They praise children's achievements, which motivates them to learn and helps them develop high self-esteem. An effective key person system enables parents to feel confident and children to feel safe in the setting. Staff throughout the setting use questioning techniques effectively to extend children's communication, learning and thinking skills. Such skills ensure they are well prepared for future success.

Children are relaxed, eager to participate in activities, remain actively engaged and make decisions about where they want to play. For example, children eagerly work together in small groups to set up the role play garden centre and spend long periods of time creating detailed pictures on the interactive whiteboard. They enjoy stories and listen avidly when they are read to by staff, joining in with discussions about the story and the various sounds throughout the book. Children's early writing skills are well supported. They enjoy being creative and have access to a wide variety of chinks, paint, scissors, glue and collage materials. For example, children enthusiastically use a range of coloured pencils, paper and shaped stencils to create pictures of their own design. Children frequently count during games and activities indoors and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, the range of signs and symbols in the outside area are more limited. This does not maximise opportunities to create a number-rich environment or encourage children to be creative in finding and solving problems throughout the setting.

Children have access to natural materials and develop good skills as they play with sand, water and a variety of media such as cooked spaghetti, dried peas and leaves. Their awareness of the wider world is extended through daily resources and practical activities, such as planting and growing daffodils and herbs, and their involvement in a range of activities which look at different cultures from around the world. However, opportunities to invite members of the local community into the setting to share their expertise and talk to the children about their roles are less well developed. Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play and eagerly participate in throwing and catching games, and balancing on small equipment. During activities, children learn about keeping themselves and others safe, such as by learning to use play equipment safely. A clear sick-child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children understand about the importance of healthy foods because they are provided with nutritious snacks which include a good range of fresh fruit. Staff are fully aware of children's individual dietary requirements and any specific needs are well catered for.

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