

# Little Lambs Kindergarten

Inspection report for early years provision

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**Unique reference number**

EY418042

**Inspection date**

11/05/2011

**Inspector**

Fler Wright

**Setting address**

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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*.

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## **Description of the setting**

Little Lambs Kindergarten opened in 2011. It is privately run and is located within St. Helens Church Hall in the Hangleton area of Brighton and Hove in East Sussex. Children have access to a secure outdoor play area. The setting is open during term-time only, from 9am to 12pm, Monday to Friday, and extended sessions run until 3.15pm every Wednesday and Friday.

A maximum of 26 children aged under 5 years may attend, with no more 6 children aged under 2 years at any one time. There are currently 34 children aged from nine months to under five years on roll who attend various sessions. The setting is registered by Ofsted on the Early Years Register. The setting is in receipt of funding for Early Education. The nursery offers support to children with learning difficulties and/or disabilities and to children who speak English as an additional language.

The setting employs a total of 10 staff, and of these, a minimum of five staff work with the children during sessions but this is increased depending on the children in attendance. Six members of staff are qualified to Level 3 or above, and three members of staff will be working towards an early years qualification from June 2011. The joint owners/managers are both highly qualified, and both are also registered childminders.

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

Overall the quality of the provision is good.

Children are clearly very happy and enjoy their time at the setting. They benefit from an environment with an exceptional range of toys and resources that are skilfully set up to encourage purposeful, child-led play. Staff are warm and friendly and have a secure knowledge of each child's individual needs and abilities. This all helps to ensure they make good progress towards the early learning goals. The setting is very well organised, and the vast majority of paperwork is meticulous, helping to ensure the smooth and efficient running of the provision. Outcomes for children are very strong, although a few minor oversights slightly affect the way hygienic practice is fully promoted at present. Partnership with parents and other settings are good, and staff are beginning to involve parents in the self-evaluation process. The joint managers are enthusiastic and ambitious, and the staff team work well together. As a result, the setting demonstrates a strong capacity to maintain continuous improvement.

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

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

- amend the risk assessment for outings to include a recoded assessment of required adult:child ratios
- improve hygiene procedures surrounding hand washing and sand play to ensure effective hygiene practice is practiced at all times
- develop parental input into self-evaluation procedures to help identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

Staff have a secure understanding of safeguarding issues and know the procedures to follow if they have any concerns regarding the welfare of a child within their care. Risk assessments ensure the environment is safe for all, and outings are carefully planned to ensure children remain safe whilst away from the setting. The assessments of outings are documented, although staff do not currently include details of child:staff ratios in these records. This omission has a minimal impact on children as staff carefully plan how many children to take on each outing to ensure their complete safety.

Staff work well as a team, and together they create a friendly and calm atmosphere where children are able to flourish. The environment and routines are exceptionally well planned to ensure play is child-led and children learn from everything they do. Staff are very well deployed and excellent use is made of the space, time and resources available. The setting is at early stages in its development, but the managers and staff have worked hard to achieve a good quality child care setting in just a few months. Staff record observations of children that are used to inform the planning. The staff create a book called 'my story' for each child. It contains photographs of them engaged in activities and experiences as well as regular assessments of how they are developing which are shared with parents very regularly. Evidence shows children are making good progress given their various starting points and capabilities.

The joint managers are ambitious and have very high standards. They are eager to share their knowledge and experience with their staff team and others within the community through various means. Self-evaluation is in its early stages as the setting has not been open long, but already there is a wealth of plans in place in order to ensure the setting continues to evolve in every aspect. Questionnaires have already been sent to parents to gain their views and ensure they are happy with the service provided, although due to the format of the questions, few responses have given the setting new ideas of ways they can further drive improvement. This needs to be addressed in future questionnaires.

Children's individual needs are met well and those with special educational needs are particularly well supported. Funded one-to-one workers provide a high level of support and comfort for the children that require it. Children who speak English as an additional language are also well supported. Staff encourage the use of Makaton, and numbers and letters in home languages are displayed to help children to feel at home. Observations are also translated into Arabic for the

benefit of some parents, helping to ensure they feel included and understand the notes made on their children. This shows that the setting has a commitment to promoting equality and diversity, and in giving every child the opportunity to learn.

Parents are very happy with the care provided, and they particularly like the safe, open plan environment and the fact their children have settled so well. They benefit from regular newsletters and half-termly meetings to discuss their children's progress helping to ensure they are kept fully up to date. The managers have many plans in place to allow parents to take a more active role in their child's development in the future. There are a number of children on roll who attend other childcare settings, and communicative relationships have been established to ensure continuity of care and education. Strong links with other outside agencies help to ensure children are well supported and are given every opportunity to achieve.

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

Children demonstrate they feel safe in the nursery environment as they display confidence, and have very much taken ownership of their surroundings. The relaxed, calm atmosphere benefits them all as they move around indoor and outdoor spaces independently, and approach staff for support if they need it. They are able to learn how to keep themselves safe during everyday situations through thoughtful reminders and helpful explanations from staff such as how to use knives safely when preparing snack, or how to sit safely on chairs to stop them from tipping back.

Children enjoy packed lunches supplied by parents that are stored appropriately, as well as healthy snacks such as apples, bananas, raisins, breadsticks and fresh peas during the day. Water is available at all times, and children are offered milk at snack times in addition to this. These choices help to ensure their dietary needs are met, and good eating habits are consistently encouraged by staff. Children participate fully with the setting-up of snack time by preparing fruit, handing out plates and cups. They pour their own drinks from the innovative white or blue elephant shaped watering cans that contain milk or water, helping to ensure they learn from these everyday experiences. The physical environment is clean and well maintained, and staff ensure children wash their hands at appropriate times throughout the day. However, the sand trays contain some stagnant water mixed with the sand. Some children use the communal bowl that is supposed to be used for rinsing hands after painting or playing with sand, to wash their hands in before snack - this increases the risk of infection. Children learn about recycling waste materials and have played a lead role in developing the setting's vegetable patch, thereby increasing their awareness of the natural environment. They are aware of how food is sourced, and learn through their play and skilful interaction from staff about the importance of physical exercise and the way it makes their hearts beat faster or their cheeks flush red.

Children behave very well, and are praised genuinely for all that they do. Good

manners are consistently encouraged. Behaviour incidents are dealt with calmly by staff in a positive light helping to ensure children learn from the experience. There are a range of resources in place to promote equality, diversity and the wider world and these are integrated into the learning environment to ensure children are able to access them freely at all times. Staff are developing the ways that festivals or children's own religion or culture are celebrated within the setting. All children are able to access all resources, and both genders are encouraged to enjoy dressing up in outfits such as flamenco dresses, showing their own ideas are supported. Staff have recently introduced a persona doll named Ali who children are beginning to learn about, helping to broach a variety of issues about physical development and instigate discussions about his life and the issues he faces. This ensures children are supported on a personal level whilst encouraging them to talk about other people's circumstances, helping them to embrace them and accept them as individuals.

Children learn from everything they do at the setting. The environment has an excellent range of resources that are set up imaginatively to encourage their use and for children to explore at their own pace. All areas of learning are covered and learning is continuous and totally child led. The environment is carefully planned to take account of children's differing needs, interests and abilities. The efficient and effective organisation of the educational programmes in place ensure all children are stimulated, and eager to learn. Babies are well cared for, and demonstrate a close relationship to every member of staff, showing they feel totally secure within the environment. Children enjoy a very wide variety of interesting activities; squishing paint through their fingers, looking at giant pine cones through magnifying glasses, making obstacle courses and dropping balls down pipes in the garden as well as reading books or enjoying circle times indoors. There is a constant wealth of opportunities for children to learn from at the setting, and this ensures children are developing both self-confidence and important skills that will help them in their future learning.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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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	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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