

# Little Lambs Pre-School

Inspection report for early years provision

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**Unique reference number** 129098  
**Inspection date** 09/06/2011  
**Inspector** Silvia Richardson

**Setting address** The Good Shepherd Church, 79 Moorside Road, Bromley,  
Kent, BR1 5EP

**Telephone number** 020 8695 0183

**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*.

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## **Description of the setting**

Little Lambs Pre-school was registered in 2001. It is registered on the Early Years Register for a maximum of 32 children in the early years age group at any one time. There are currently 29 children on roll. The setting receives funding for the provision of free early education for children aged three and four years. The group supports children with learning difficulties and/or disabilities and children for whom English is an additional language. Little Lambs Pre-school operates from Good Shepherd church hall in Downham in the London Borough of Lewisham. There is suitable disability access, use of an enclosed outside area and secure garden for outside play. The pre-school has the use of a large hall which has dividing doors. The pre-school is open Monday to Friday from 9.30am to 1.15pm during term times. Children attend for a variety of sessions and come from a wide area. There are five staff working directly with the children. All staff have an early years qualifications to NVQ level 2 or 3. The manager is completing a degree in early years and early years professional status. Staff have access to training courses and support services run by the local authority. The nursery is a member of the Pre-school Learning Alliance Lewisham Branch. The setting also offers a parent/carer and toddler group on Friday afternoons which is open to the local community from 1.30pm to 3pm.

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

Overall the quality of the provision is outstanding.

This a delightful setting where children are extremely happy and thriving through secure relationships and consistent and familiar routines. Children thoroughly enjoy a wealth of resources and exciting activities, skilfully supported in their learning by a dedicated staff team. Highly inclusive play and learning experiences are enabling all children to make excellent progress from their starting points. Every child is fully supported, recognising and valuing their uniqueness and potential for achievement.

Most play and learning experiences are exceptional, with the provider continuously evaluating and building on best practice, sustaining existing high standards and outstanding outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- creating further opportunities for children to recognise their own learning styles, incorporating preferences into planning

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

Safeguarding children is the settings highest priority, with staff working effectively with all agencies to ensure all children are safe and protected. Meticulous monitoring and planning is ensuring timely intervention to identified care, welfare and learning needs. Partnerships are forming an integral part to promoting inclusion and are highly successful in enhancing equality of opportunity. Children receive excellent support, with individual educational plans accurately targeting gaps in children's learning, so that they make rapid progress and integrate successfully. Morale is very high and belief in the setting's success runs through all levels of staff. Children are inspired to learn and make exceptional progress through strong team and partnership arrangements. Parents and carers are actively involved, such as "play and learn together sessions" and "bring your dad to pre-school day". The staff team consistently look for new and exciting ways to get parents involved in their children's learning, including taking home "Brian the bear" and reporting back on his activities. The setting strives to address the different ways in which families are motivated and children learn, including the specific needs of boys. Planning clearly identifies their specific likes and interests and learning intentions loosely consider individual preferences and learning styles, such as to sit or stand at activities.

The setting's written self evaluation provides an accurate appraisal of the strengths of their practice and clear insight to the commitment and dedication of staff, to sustain consistently high quality care and learning experiences for all children. The provider effectively evaluates all aspects of children's welfare, care and learning, scrutinising the smallest of details to promote best possible outcomes for children. Staff have a keen eye, building spontaneously on day to day observations and findings, creating exciting and motivating learning opportunities and experiences for children. Resources are exceptionally well deployed, with children enjoying colourful presentations of their own work and easy access to an "Aladdin's cave" of toys, play materials and equipment. Resources are fully representative of a diverse society, affording children positive images and appreciation of differences, valuing each others racial, religious and cultural heritage. The principles of the Early Years Foundation Stage are at the heart of the setting, with children thriving through secure and positive relationships with key persons and support workers. Staff create a visually stimulating, enabling environment, both indoors and outdoors, including the introduction of "Forest school", enhancing their learning experiences.

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

All children make significant gains in their learning, across all areas from their starting points. Highly skilled staff and the expertise of early intervention and support workers, are enabling children with learning difficulties and disabilities to integrate successfully. All children have consistently positive learning experiences, through a rich and varied programme of stimulating and motivating activities.

Children enjoy a wealth of attractively presented toys and play materials and are fully aware they can select additional resources from a huge storage cupboard. Children are making excellent progress through opportunities to choose familiar toys and games, enabling them to acquire skills and confidence through repetition. Staff are perceptive and acutely observant in their evaluation of children's likes, interests and learning styles; for example, through close monitoring they noticed some children never asked to get things out of the cupboard, so they subsequently made arrangements to have two "choosers" each day, thus ensuring all children have the opportunity to experience and gain confidence in making selections. Resources are clearly labelled with words and pictures enabling children to identify those available. Children show high levels of independence, curiosity, imagination and concentration, through consistently high quality interactions with staff and other adults. Children are very confident in sharing concerns with their key person, who work in creative and innovative ways to support them in expressing themselves successfully.

Children's learning of the importance of adopting a healthy life style is reinforced with songs and stories, posters and discussions. Children show a strong sense of security and feel safe in the setting. Exemplary organisation of activities and routines, successfully promote inclusion and the welfare and well-being of all children. Consistent procedures for moving around the premises and to and from outdoor areas, are helping children develop a heightened awareness of safety matters. Children are continuously reminded in positive and encouraging ways, of how to keep themselves safe during the session, supporting their growing confidence and independence. Children are fully involved in helping staff with safety checks, for example, making sure there are no bottles and rubbish in play areas, developing their awareness of potential hazards on a practical basis. Children are able to negotiate and cooperate with others and realise there is a fair system, which recognises and praises good behaviour. Much consistency, clear boundaries and a real sense of the importance of fair play, are enabling children to make a positive contribution and develop essential skills for the future. Staff show a genuine pride and an infectious enthusiasm for the efforts children make while gaining new skills. Every achievement is highly regarded and children share common bonds through acknowledging each others successes. 'star of the day' rewards children's hard work and determination, valuing the uniqueness of each child's learning journey towards the expectations of the early learning goals.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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