

Little Lambs Pre-School

Inspection report for early years provision

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Inspector

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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*.

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

Little Lambs opened in 2000. It operates from the Church Of Good Shepherd in Winklebury, Basingstoke. The pre-school have access to two rooms and a large fully enclosed out door area. The children who attend mostly come from the Winklebury area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 26 children. There are currently 28 children on roll, all of which are in the early years age group. This includes 21 children who are in receipt of nursery education funding. Children attend a variety of sessions a week. The pre-school supports children with learning difficulties and or disabilities and children who speak English as an additional language. The pre-school opens five days a week during school term time only. The opening times are 9:15 a.m to 1:00 p.m Monday, Wednesday and Friday and 9:15 to 2:45 p.m Tuesdays and Thursdays. There are three different starting times (9:15, 10:30 or 12:00) and three different finishing times (11:45, 1:00 or 2:45). Children who stay over the lunch period bring a packed lunch. Four members of staff work with the children. The leader holds a Early Childhood Studies degree, two members of staff hold a level three, and one member of staff holds a level two qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in a setting where they play a dynamic role. They are motivated and engrossed in a vibrant, exciting environment with an extensive range of activities, and are successfully supported by an inspiring staff team. The success of the setting is exceptional due to the dedication, drive and commitment of a enthusiastic staff team; they work exceptionally well together, are forward thinking, and go above and beyond in order to meet the needs of each child in their care. Partnerships with parents, carers and other professionals are highly impressive, establishing a collaborative approach in order to meet the individual needs of the child. The setting needs to value children's linguistic diversity in their play and learning, however, exceptional commitment and ambition for continuous improvement is apparent through extensive reviews of their practice and continual updating of training.

What steps need to be taken to improve provision further?

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

- improve the value of linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are successfully protected as staff have an accurate understanding of safeguarding. Meticulous policies and procedures are in place which are shared with parents and implemented in order to safeguard children's safety and well-being. Exceptional security systems are in place as staff regularly check registers; they thoroughly check visitors' identification and record times of arrival and departure, informing them of evacuation and safeguarding procedures. Detailed risk assessments are recorded and completed on a regular basis as and when required. A dedicated health and safety officer is appointed and the whole staff team contribute to regular reviews, including patterns of accidents. Children are protected as an extensive vetting procedure is in place, which includes an induction process for all new members of staff and students. Staff have a robust understanding of signs and symptoms of abuse and neglect, which is regularly an agenda item at staff meetings; training is completed, and some staff have completed the advanced course. Staff have an excellent knowledge of procedures to follow if they have concerns about children in their care, including local contact details. They are also aware of the whistle blowing process.

Children make exceptional strides in their learning due to the inspiring environment which is highly conducive to learning. Steps are very effectively taken to narrow the achievement gap in the setting; through meeting the individual children, each achieves the best possible outcome. A commitment to sustainability is evident as children are encouraged to recycle different materials. They have established their own allotment where children plant, grow, harvest and eat fruit and vegetables they have grown. Children free flow in all weathers between the inside and outside environment, and they make choices and decisions from an extensive range of high quality toys and activities. The enthusiastic, skilful practitioners successfully deploy themselves, providing exemplary support to meet the needs of each child.

Exceptional organisation and commitment to further improvement is highly evident. The leaders and managers are exceptionally successful in creating an environment which inspires and motivates staff to continue to identify and meet ambitious targets. Staff morale is exceptionally high and they work seamlessly together in a setting where all are valued. Staff have regular appraisals, and areas for continuous professional development are identified. The setting's highly reflective ethos values the contribution of staff, parents, children and others in ongoing monitoring and analysis of the service they offer. For example, through regular team meetings, parental questionnaires, children's reflection on activities, and parents expressing their views on the key person system.

Equality and diversity is at the heart of this setting, where highly effective links with parents and other professionals successfully include all children. Staff are aware of children who have English as an additional language in the setting, but some staff are unsure of home languages and words are not included in their play and learning in order to value linguistic diversity. Staff actively adapt the environment and initiate links in order to fully integrate all children. For example, they invite children and their parents to attend end of term activities and stay for

lunch, prior to them starting the following term. This supports their individual needs and aids transitions. Working in partnerships with others is fully embedded in this setting, with exceptional collaborative partnerships. Staff have highly effective links with other childcares; they regularly attend local cluster meetings, have links with the local children's centre, and key persons attend professional meetings. Inspiring links with the local schools aid transitions into schools, as teachers visit children in the setting and a thrilling role play area has been established as a school in order to support forthcoming changes. Children are able to see pictures of their future teachers, their school emblem and the uniform they will be wearing.

Exceptional partnerships with parents fully include and encourage contribution to all aspects of the settings. Parents are asked their views through discussions, support the group in repairing and making resources, add father's email addresses to application forms to enable newsletters to be emailed, and invitations to a "Dad's day" have encouraged more male involvement. Parental questionnaires are issued on a regular basis; they are encouraged to contribute to their child's learning journey and add their "wow" moments on the "wow" tree. Invitations to social events and educational sessions are planned in order to inform parents about the Early Years Foundation Stage.

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

Children thrive in this superb environment, where an extensive range of toys and activities both inside and outside ensure that all children's individual needs are met. Children offer their ideas to the development of the provision, showing exceptionally high levels of independence, imagination and concentration. Teaching is rooted in the expert knowledge and understanding of the Early Year's Foundation Stage and staff skilfully provide highly effective challenges in a setting where children are engrossed and interested. Children excitedly explore the outside learning environment as they use different size brushes to paint with water; they develop their skills in problem solving as they replace the paint brush to the position which matches the correct sized outline. They fill bottles with water and squirt their cars, which they enthusiastically clean. They add water to soil and using metal spoons and saucepans make mud pies, transferring liquid from one container to another. Children hide behind trees and make dens. Children successfully build with crates and planks, taking calculated risks as they adapt their constructed obstacle course, adding a jumping area. They initially ask for adult support holding their hand, but soon take it in turns and line up, skilfully balancing, holding out their arms to aid their balance.

Children have extensive opportunities to develop their understanding of the natural world; a younger child is playing with dry sand and wants to make sand castles, and skilful questioning by the practitioner helps to develop their understanding of what they need to do in order to make sand castles. They add water and excitedly build sand castles and knock them down. Children dig and explore different textures as they find stones, soil, leaves, jelly cubes and insects. Children

enthusiastically recall a visit to the children's centre yesterday, where the zoo lab had bought a variety of snakes, insects and spiders. Children excitedly talk about the animals they had seen and held saying "the spider was quite big, about this big, and it was very hairy". Children have extensive opportunities to develop their skills for the future, and make outstanding progress as they identify what date it is today if yesterday was the sixth. Some children are able to identify the next number if one crayon is taken away or added.

Children self-register on arrival and at snack time, developing their understanding of the written word and identifying their name. Children's verbal communication is supported by the setting as all children and staff use Makaton, with written labels and pictorial signs throughout the premises. Children skilfully mark make as they "write" on clipboards in the role play area, and on whiteboards, although children are not always encouraged to write their names on their drawings. They skilfully use information technology as they negotiate programmes on the computer, pressing buttons as they confidently manoeuvre a remote controlled toy. Children confidently access a wide range of craft resources and offer to support one another as they use tools. Children resourcefully undertake role play; one child is a dog, they crawl along the floor and a child finds a shoe lace which she holds as a lead. Children are animated as they sing nursery rhymes together, and they effectively adapt playing musical instruments as they play quieter and louder.

Children show a very strong sense of belonging as they have an excellent understanding of expectations. Due to the high quality interaction and exceptional organisation of routines, they have high levels of security. Children safely use tools and resources as they carefully carry scissors and successfully use china plates and cups at snack time, which they skilfully wash up after use. Safety and security in the setting is exemplary through the high vigilance of the staff team, and continuous reflection on all aspects of health and safety. Children follow highly effective hygiene practices; pictorial signs support their understanding to wash their hands after visiting the toilet, and before food in the cafe style snack area. Children have extensive opportunities to access the outdoors as they free flow in all weathers, excitedly putting on wellington boots as it starts to rain and returning to put on their sunhats as the sun comes out. They enthusiastically participate in yoga routines, nurturing children's understanding of fresh air and exercise contributing to a healthy lifestyle.

Children benefit from excellent well balanced, nutritious snacks which they serve themselves; they independently pour themselves a drink and older children instinctively support younger children as they offer to help them saying "I will help you". Children excitedly discuss that they have pulled carrots from the allotment and picked strawberries, explaining how they have washed and eaten their produce. Children bring packed lunches from home and staff add a cool pack to each lunchbox on arrival in order to ensure the safe storage of food. Healthy eating information is shared; children and staff discuss healthy eating and food that is good for us as they sit together socially at lunchtime eating their lunches. Children's behaviour is exemplary; children are kind and courteous to one another and make strong friendships in a setting where exceptional caring relationships are established, as each individual is highly valued. Children benefit from a setting where the forward thinking and willingness of the staff take what ever steps are

needed in order that children make exceptional progress. As a result, outcomes for children are consistently high.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

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