

# Little Lambs Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY345593
<b>Inspection date</b>	30/08/2011
<b>Inspector</b>	Parm Sansoyer

<b>Setting address</b>	Valley House, Rangemoor, Tatenhill Common, Staffordshire, DE13 9RS
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<b>Telephone number</b>	01283 713906
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**Email**

<b>Type of setting</b>	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 Childcare opened in 2006. The setting operates from a listed building sited on the Rangemore Estate in Burton-on-Trent. The setting serves the local and surrounding areas. All children share access to a secure, enclosed outdoor play area.

A maximum of 28 children up to the age of eight years may attend at any one time, of who no more than 12 may be under two years. There are currently 39 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four years old. The setting is open five day a week, all year round. Sessions are from 7.30am to 6pm.

There are nine staff employed to work with the children. Of these, one holds an early years degree, seven hold a qualification at level 3 and one is unqualified and working towards a qualification at level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-established routines mean children are happy, confident and secure and their individual care needs are met very well. Staff use positive teaching methods to help children make good progress in their learning and development. Children's safety and welfare are promoted well. Resources and activities are mostly used well to further extend children's learning. There are good relationships with parents and carers and effective links with other professionals, agencies and settings. The leader and manager show a strong commitment and a good 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:

- extend further the role play areas to offer a broader range of experiences, such as mark making and number recognition, to further extend children's learning
- broaden the range of experiences on offer for older and more able children to further challenge, test and extend their physical skills.

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

The strong management team ensure the safety and welfare of children are given good priority throughout the setting. Staff have a secure knowledge and understanding of safeguarding issues through the clearly written policies, procedures and strategies in place. Appropriate vetting, induction and monitoring procedures ensure adults caring for children are suitably qualified and experienced. All records, policies, procedures and written risk assessments required for the safe and efficient management of the service and to meet the needs of all children are in place.

The management team have a clear focus on helping children to make good progress and promoting their health and welfare. Staff are enthusiastic and are actively involved in the self-evaluation process and reflecting on their own practice in order to improve outcomes for children. Processes for managing the performance of staff and raising qualification and skills are used well to support further development and maintain continuous improvement.

Staff organise the space and resources within the indoor and outdoor areas well, offering a wide choice of experiences for children's interests. This ensures children receive a rich and stimulating play experience with a good balance of adult-led and child-initiated play. Each child has an assigned key worker, and systematic observation and assessment systems mean staff have a good knowledge of each child's background and needs and plan well for the next steps in learning. In addition, an effective equality and diversity policy outlines a strong commitment to promoting inclusive practice, and therefore all children are fully included and valued.

Partnership with parents and carers is good as staff discuss and share written information and reports about all aspects of their child's care, learning and development. Links with the local children's centre are very strong to help support parents and help shape the service offered to individual children and their families. Partnerships with the local schools and other settings and professionals are effectively established to help support transition and continuity of their education and care.

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

Children's personal, social and emotional development is fostered very well. Staff make good use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. Warm and positive relationships with staff contribute to the children being well settled and their sense of belonging and trust. Children self-select with confidence and have good opportunities to increase their self-help skills as staff give them the time and space to persevere.

Children's communication, language and literacy are supported well. Children thoroughly enjoy books and stories, which are made easily accessible in all rooms. Daily story sessions are well received by the children, who show good levels of concentration, interest and participation. Books are used very well by staff to reinforce learning and develop the children's interests. Older children especially have good opportunities to speak in groups about their interests and ideas. Children are beginning to value language diversity as they learn basic words in other languages, such as, French, Latvian and Chinese.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a variety of good first-hand experiences in which they learn about their natural environment. For example, they have been growing cress, chives and sunflowers and learning how to care for them. Children explore and find out about insects and learn about changes in the weather. For example, children have followed the life cycle of the butterfly. Children have interesting daily opportunities to discuss, share artefacts and look at books about other cultures and how people live around the world, as well as disability and emotions. They begin to develop a sense of place as they have visitors from the local community, such as the local community officer, ambulance, fire fighters, vicar and the head of a nearby mosque.

Staff take every opportunity to develop children's technology, problem solving and mathematical skills through counting, sorting and matching in many everyday situations and during play. Children have good opportunities to problem solve as they build with a wide variety of construction toys and complete puzzles. Children's creative development is supported well. Many children have good opportunities to use their imagination and adopt roles through a variety of role play resources and small world toys, which they enjoy, although the role play areas do not always incorporate a broad enough range of experiences, such as mark making and number recognition, to help children further extend their play and learning. Children respond well to what they hear, see, smell and touch. For example, children use the sand, water, dough, paints, collage and various foods to explore, investigate and be creative.

The extent to which children adopt healthy lifestyles is good. Children benefit from healthy and nutritious meals and snacks which are freshly prepared on the premises. Children have good opportunities to be outdoors to explore, play imaginatively and be physical. However, older and more able children do not always have a broad enough range of physical play opportunities to further challenge, test and extend their physical skills. All areas are kept clean and hygienic, and both staff and children follow effective hygiene practices to prevent the spread of infection. Staff are consistent in their approach to behaviour management, which helps children learn right from wrong and how to stay safe. Children become active and inquisitive learners, which contributes well to helping them develop good skills for the future.

## 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	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

<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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## **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