

Little Lambs Pre-School

Christian Gray Hall, Albert Road, BELVEDERE, Kent, DA17 5LJ

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| Inspection date | 01/05/2013 |
| Previous inspection date | 11/11/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children enjoy exploring stimulating activities, which meet their interests and extend their learning.
- Staff regularly observe and assess children's development in order to plan to meet their individual needs.
- Partnerships with external agencies, local schools and parents are well established to enhance learning for children.
- An effective self-evaluation system is in place, which includes the views of parents and staff and identifies the pre-school's strengths and areas for improvement.

It is not yet outstanding because

- Children are not able to choose from a wide range of resources to support their learning outdoors.
- Some children become distracted during large group activities and at lunch times there are few opportunities for children to engage in quiet discussion with each other.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play room and outdoors.
- The inspector held a meeting with the manager.
- The inspector spoke to available parents and staff to gain their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's development records.

Inspector

Sarah Moore

Full Report

Information about the setting

Little Lambs Pre-school was re-registered in 2009 when it moved to new premises. It is privately owned and operates from a Scout hall in Belvedere, Kent. The pre-school has use of the main hall and a secure area for outdoor play. The pre-school is open term time only from 9.30am to 3pm for four days each week and from 12.30pm to 3pm on Tuesdays. Children aged between the ages of two years and five years old attend the pre-school. There are currently 58 children on roll within this age group. The pre-school supports children who have special educational needs and/or disabilities and who speak English as an additional language. There are seven members of staff employed, including the manager. All staff hold relevant early years qualifications. The setting receives support from the local authority and receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the routine to help all children to remain focused during large group activities and to enjoy quiet conversation at lunch times
- enhance children's learning by enabling them to choose from a wider variety of resources outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide interesting activities, which cover all the required areas of learning within the Early Years Foundation Stage. Children enjoy exploring and playing cooperatively together to build towers and make construction models. They use good concentration and physical skills as they work together to balance the blocks on top of one another. They say 'look how high we can build this' as they show pride in their achievements. Children take part in small group activities and staff encourage them to listen to each other as they explore interesting objects. Children have fun describing these items to each other as they develop their communication and social skills. Staff encourage children to be independent, make choices and manage their own personal care needs. They tell children the weather is sunny and warm. Children are encouraged to decide for themselves if they need to put a jumper on, if they choose to play outside.

The environment is arranged so children are able to freely help themselves to and choose from a good range of resources. Children enjoy practising their writing skills in a well organised literacy area. The area includes a large wall mounted white board, which supports children to develop their physical coordination and control. Staff provide 'real life' equipment, such as keyboards and phones in the role-play area to enhance the imaginative play for children. The routine of the day includes a good balance of adult lead activities and free play to extend children's learning and prepare them for school. Although, during large group times some children become easily distracted. Also during lunch time, children who stay for lunch miss opportunities for quiet discussion due to the arrangement of the environment.

Good observation and assessment systems are in place to support staff to plan effectively to meet the individual needs of all children. As a result all children, including those with additional needs make good progress in their learning. Good systems are in place to communicate with parents and involve them in their child's learning. Parents feel well informed about their child's progress. They also feel that the pre-school is supporting their children to develop the necessary skills ready to progress onto school.

The contribution of the early years provision to the well-being of children

Children feel safe and secure in the pre-school. They show this by confidently coming in at the start of session and quickly joining in with activities. Children are curious about changes to their usual routine. They approach visitors to find out what they are doing and are eager to show their achievements. They ask if they can use the laptop to write their name, pointing to each letter as they say it out loud in the correct order. Staff effectively meet the individual emotional needs of children by giving reassuring cuddles and lots of praise and encouragement during activities. Children who are still settling in enjoy having their familiar comforters to support them.

Staff are good role models and use effective routines to teach children the 'rules' of the pre-school. All children join in and stop and listen as staff raise their arm and call out a familiar word to gain their attention. During play children manage their feelings well and encourage each other to use good behaviour. They work cooperatively together and say to one another 'we have to do it like this' and 'no, that's my one. You have to find a different one'.

Staff support children well to be independent, healthy and manage their own personal care needs. Children competently use the toilet and are given time to achieve challenges, such as, doing up the zip on their jumper. During lunch time staff explain to children that they may feel hungry because they have worked hard and have used lots of energy. They also encourage them to rest after they have eaten and tell them this is to allow their food time to digest in their tummies. Children choose from a wide selection of resources indoors that are stored at their level, which encourages their independence. Children have free access to the outdoor area and enjoy getting fresh air and exercise, which supports them to be healthy. Staff provide enjoyable activities outdoors for children to explore; although, there is not a wide variety to choose from. There are lots of posters and displays

to enhance learning for children. Staff encourage children to contribute to these displays by writing their own names on their work, which enables them to be proud of their achievements. Effective systems have been developed to support children as they get ready to move onto school, which prepares children well for the next stage in their learning.

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

The provider, who is also the manager, has good knowledge and understanding of the learning and development and safeguarding and welfare requirements. Thorough policies and procedures help staff to keep children safe. Daily registers are completed for children and staff are deployed well at the beginning and end of each session. Efficient routines are in place to check the safety of the premises and equipment and to prevent the spread of infection. The manager follows good recruitment and induction procedures to check and monitor the suitability of new staff. The manager has designed a good system of planning activities, observing children's development and assessing their progress, including appropriate arrangements for the progress check at age two. These systems are monitored regularly and support staff to meet children's individual needs and identify those who require additional support.

Effective processes for professional development are in place. Staff have appraisals to discuss their practice and identify training needs. They are also given additional responsibilities within the team to develop their personal skills and gain new experiences. The manager is focused on making improvements to the pre-school and has a strong self-evaluation process, which includes the views of staff and parents. A full development plan is in place with strengths and weaknesses identified. Well-established partnerships with the local authority, other agencies and local schools have been developed. Staff use these partnerships to extend the learning and development of all children, including those with special educational needs and/or disabilities.

The pre-school has developed good partnerships with parents. Staff communicate well with all parents, including those who find it more difficult. Staff and parents share with each other the progress children make at home and in the pre-school. As a result parents feel well informed and involved in their child's learning.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | EY390474 |
| Local authority | Bexley |
| Inspection number | 838319 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 30 |
| Number of children on roll | 58 |
| Name of provider | Louise Murphy |
| Date of previous inspection | 11/11/2009 |
| Telephone number | 0208 2981057 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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