

Little Lambs Childcare

240 Branston Road, BURTON-ON-TRENT, Staffordshire, DE14 3BT

Inspection date

15/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The effective partnership with parents is underpinned by two-way communication. There are effective partnerships with others to ensure children are prepared for their transition within the nursery and to school.
- Children's development is effectively promoted because practitioners have a good understanding of promoting children's learning through stimulating and challenging activities.
- Children are forming close attachments with their key person and interact positively with their peers. Children are well-behaved because practitioners acknowledge good behaviour through praise and are positive role models.
- Effective management systems, such as regular supervision monitoring, enhances staff performance. The self-evaluation process identifies improvements that bring about effective changes that benefit all children.

It is not yet outstanding because

- There is scope to enhance younger children's language and communication skills during adult-guided play times by ensuring they have sufficient thinking time to respond to open-questions.
- There is scope to extend older children's exploration about information and communication technology by enabling them to freely access the computer throughout the session.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all main playrooms upstairs and downstairs and all outside play areas.
- The inspector held meetings with the registered person, senior staff and members of the childcare staff.
- The inspector scrutinised a range of documentation; children's assessment records, evidence of staff suitability and staff files, policies and procedures, self-evaluation documentation, children's information sheets and the risk assessment records.
- The inspector took account of the views of children and parents spoken to during the inspection.

Inspector

Mary Henderson

Full Report

Information about the setting

Little Lambs Childcare was re-registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is one of five settings owned by the same provider and operates from a converted house in Branston, Burton-On-Trent, Staffordshire. The nursery serves the local and surrounding areas. There is a secure enclosed garden for outside play.

The nursery is open Monday to Friday from 7.30am until 6pm, each week day for 51 weeks of the year. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery employs 13 members of staff, of whom, 11 hold appropriate early years qualifications at level 2 and/or 3 and two hold a recognised degree in early years. A qualified cook also works at the nursery. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the support of younger children's language and communication skills, giving them sufficient waiting time when using open-questions so that they can gather their thoughts and successfully frame their reply

- support children's interest in information and communication technology further, for example, by ensuring that they have free access to the computer at all times during their child-initiated play times.

Inspection judgements

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

The staff provide a warm and welcoming environment where children are supported to feel safe and secure in their surroundings. Children make good progress in their learning and development because the management and staff are knowledgeable about the learning and development requirements of the Early Years Foundation Stage. The staff engage children in their learning and identify and support their interests. This is further supported through close observation and discussions with the children and their parents.

Assessment systems in place fully incorporate the prime and specific areas of learning for all children. The staff recognise that children develop and learn in different ways and at different rates. They ensure that the learning areas are appealing to the children, which supports their independent choices well. For example, children make informed choices about what they want to do because their resources are labelled and easily accessible. However, children in the pre-school room do not easily access the computer because it is not always switched on and inviting during their child-initiated play times, thereby not fully enhancing their learning about information communication technology during such times.

The staff observe the children in the toddler room ensuring there is good information to support the short written summary required for parents in time for their child's health visitor check before children are three years old. Arrangements for the children's next phase in their learning are well supported through valuable links with other providers including pre-schools, nurseries and schools.

The staff interact positively with the children. Babies are cuddled and held and supervised as they have their sleep time. This supports children's feeling of safety and builds on children's attachments to their key person. The emphasis placed on all children's personal, emotional and social development at the admission stage is also good and this ensures children develop the skills they need to support their future success.

Staff skilfully join in activities with the children to extend their learning. For instance, they use open-ended questions to encourage their language and communication skills. However, at times, toddlers are not always fully supported through the important resource of time. For example, some staff ask open-questions but do not always allow for sufficient time for the children to contemplate and think about what they want to say during planned activities.

Children of all ages have opportunities to make marks as they use crayons, chalks and various messy play activities provided. Older children's school readiness is further supported through discussions about letters and sounds. All children's imagination is allowed to flourish through role play, dressing up and activities, such as pretending to be a princess in the outdoor play areas with their peers.

The staff talk to children about numbers and counting, shapes, size and colours, asking questions to make them think and develop their mathematical skills. Children explore the properties of sand and water as they enjoy filling and emptying containers. Children's understanding of the world is also fostered well. They play with a broad range of resources that reflect positive images of diversity including dolls, small world people and a range of dressing up resources. The staff support equality of opportunity ensuring all children make their own choices regardless of gender. Children also explore various festivals around the calendar year, which includes their own and those of others. The children learn about the features of the local environment through topics and discussions and through visits to places of interest, such as the park and the local church. Staff also invite interesting people to talk to the children about various subjects. This includes inviting parents with various skills. For example, some parents show the children some sign language skills to practise while other parents talk to the children and show them books in other languages.

Much attention is given to promoting all children and babies physical development and they enjoy regular access to the outdoor play areas. Here, older children extend their physical skills as they climb and balance, ride their trikes and run around in the fresh air. Younger children practise their skills in pulling themselves up or cruising around with good support from their key person.

The staff communicate effectively with parents and give them every opportunity to become involved in their child's learning at home. Information sharing is good, thereby ensuring that parents are kept up-to-date at all times about their child's care and learning. Daily discussions and diaries provide parents with significant information about their child's care routines and learning activities. Parents add to children's diaries, which ensures they and the staff are working together to promote children's learning and development between the provision and home. The staff also provide summaries of children's learning and development so that parents have an accurate and up-to-date account of their child's progress at all times.

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

Responsive interaction between the staff and the children fosters each child's sense of belonging and security within the nursery. Children show they feel safe and secure at the setting as they laugh and giggle with one another and the staff. Children's social skills and ability to communicate with others are enhanced because the staff talk to them all the time about what they are doing and they follow children's lead and foster their independence well. Children of all ages learn to make friends and socialise in large and small groups. This supports children's readiness for the next stage in their learning and their readiness for school.

Children behave well and they know the boundaries of the provision. The staff acknowledge their achievements with lots of praise and encouragement throughout the day. The staff talk to the younger children and babies about what they are doing so that children become familiar with the daily routines, snack and mealtimes. The learning and development outcomes for all children are attributed to the good use of space, the deployment of resources and a good balance between adult-directed and child-initiated play opportunities. The staff plan effectively to meet each child's individual needs and they follow children's interests to ensure there are actively involved in activities. This supports children's feelings of belonging to the nursery further.

The staff promote children's understanding of the importance of physical exercise and a healthy diet. All children have daily access the outdoor play areas. Children's specific health, dietary needs and allergies are well documented and understood by the staff. The on-site cook prepares fresh ingredients to ensure children have a balanced, nutritious diet. During mealtimes older, more able children self-serve and younger toddlers are supported to self-serve in preparation for this. This supports children's independence and helps prepare them for the next phase of their learning and readiness for school.

Children learn about healthy lifestyles and follow good hygiene practices as they take

increasing responsibility for washing their hands appropriately throughout the day. Children's well-being and safety is a priority. For example, children's nappies are changed as and when required, according to their needs. Gentle reminders help children to understand about keeping themselves safe as they play and use a variety of equipment. The staff support children in taking risks so that they become more and more confident about using the broad range of equipment. Young children are reminded to be careful of others around them as they ride their trikes in the outdoor play areas.

The staff support children well as they move up to their next room and as older children move up to school. Consistent key persons ensure they provide the next key person with all possible known information about the child to ensure a smooth transition is in place for all children on roll. The staff and management have good relationships with the local schools who come in to visit the children, tell them stories and get to know them. Children are further supported with their readiness to move on to school through stories about starting school.

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

The provider ensures all staff have a suitable awareness of safeguarding issues and recognises their responsibility to protect the children in their care. For example, all staff are aware of what to do should they be concerned about the behaviour or actions of another member of staff. Staff have undertaken training and share the safeguarding policy and procedures with the parents. The management and staff demonstrate a commitment to promoting children's safety and well-being. For example, there are robust procedures in place for ensuring the suitability of all staff. This includes an implemented policy on equality of opportunity and an in-depth induction to ensure all staff are aware of their roles and responsibilities. There is also a clear policy with regards to the use of mobile phones and cameras in the nursery and staff are aware of the confidentiality of specific information relating to children and staff. Risk assessments include all aspects of the indoor and outdoor premises and also outings off the premises. Access to the premises is closely monitored and the outdoor play area is secure. This ensures children's safety and well-being at all times.

Policies and procedures are implemented very effectively and are constantly updated to reflect any changes in the Statutory framework. The staff reflect on their practice through base room and whole team meetings. The management and staff use their knowledge and understanding of the learning and development requirements and how children learn to ensure the educational programme provides children with a range good quality learning activities. As a result, this further ensures that there are no gaps in children's learning and development. The management and staff evaluate the learning environment and look at how they can further enrich children's experiences to maintain good levels of achievement.

The management ensures there are good supervision monitoring sessions in place. This helps to identify where support is needed to improve staff performance and thereby promotes better outcomes for all children. Accurate identification and implementation of

priorities through self-evaluation provides continued improvement to the quality of the provision, thereby benefitting all children on roll. The staff regularly undertake training to further improve and update their skills and knowledge. This has a positive impact on the setting and children's well-being. The management meets with other professionals during forum meetings, thereby supporting their growing knowledge about practice issues and new developments in the early years field.

Partnerships with parents are positive and the staff give them opportunities to become involved at all levels. For instance, there is an opportunity to join other parents who are involved in supporting the provision as stakeholders. There is good communication in place with regard to children's well-being and achievements. Parents are encouraged to be actively involved in their child's learning at home and share information about children's achievements. The management have a clear understanding of the importance of working in partnerships with parents, other providers and external agencies to ensure support and appropriate interventions for children who have special educational needs and/or disabilities. This ensures that all children make good progress, given their starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY461605
Local authority	Staffordshire
Inspection number	938937
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	65
Name of provider	C E Barker Ltd
Date of previous inspection	not applicable
Telephone number	01283 565518

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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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