

Little Lambs Childcare

Anglesey Primary Academy, Clarence Street, BURTON ON TRENT, DE14 3LG

Inspection date

Previous inspection date

02/05/2014

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 quality of teaching is consistently good and in some instances it is outstanding and worthy of dissemination. For example, highly successful partnerships with parents engage and help all parents to support their children's learning, which means they are supporting children's future success in learning at school.
- Exemplary focus is given to recognising, celebrating and reflecting children's family experiences within the pre-school. This supports children's self-confidence and self-awareness, which significantly helps children to value themselves and each other's differences.
- The management team of this pre-school demonstrate a passion to provide the very highest support for all children's care and learning, which is securing continual improvements that are enhancing the quality of the provision.
- Staff fully understand and implement robust safeguarding policies and procedures to ensure that children are effectively protected at all times.

It is not yet outstanding because

- The management team have not secured a sharp enough focus on supporting children's individual next steps in learning during all activities, in order to promote rapid progress in these areas.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms within the pre-school and the outdoor play area.
- The inspector held discussions with the owners, manager and staff.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector spoke with children and parents during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and improvement plans.

Inspector

Christine Armstrong

Full report

Information about the setting

Little Lambs Childcare was re-registered in 2013 as a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the nursery classroom within Anglesey Primary Academy school, in Burton on Trent, Staffordshire. It is one of three nurseries privately owned by the same provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3 and above, including one member of staff who holds a degree in early years and one member of staff who is a qualified teacher. The nursery opens Monday to Friday, during school term time. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- monitor and support staff practice to ensure a sharper focus is given to supporting children's individual next steps in learning during all activities, in order to promote rapid progress in these areas.

Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is consistently good and in some instances it is outstanding and worthy of dissemination. For example, staff use highly successful strategies to engage and support all parents to enhance their home learning environment, which is an important element in supporting children's future success in learning at school. They create a highly inclusive environment that provides a very strong message that everyone is welcome and valued, which promotes parental participation. Written information is translated into sign and local community languages and staff, including bilingual staff use community and sign language during play and learning. Mothers and fathers attend workshops where staff demonstrate how different areas of learning can be supported at home. One recent workshop focused on supporting mathematical concepts at home. This is particularly helpful in supporting children who are learning English as an additional language. For example, it gives children the opportunity to reinforce mathematical concepts, such as shape and measure in their home language, which supports their learning. Parents are effectively involved in identifying their children's

achievements and next steps in learning from the onset. They contribute to 'wow moment' achievement boards and meet regularly with their child's key person to agree their child's next steps in learning, which are displayed for them to access. This approach contributes to an accurate assessment process, which ensures the early recognition of any possible additional needs children may have. However, the quality of teaching is not yet consistently outstanding. Effective strategies are not yet in place to ensure all staff place an extremely sharp focus on supporting children's individual next steps in learning during all activities, in order to promote rapid progress in these areas.

The good quality of teaching by staff supports and extends all areas of learning. Children take part in a wide variety of interesting and challenging experiences. This results in children becoming confident and self-assured, eager and motivated learners. For example, children go into the school computer suite twice a week and develop skills that enable them to use computer programs on the pre-school computer. This helps to support and extend all areas of learning. Children take part in regular shows where their different cultures are expressed through song, dance and music. These shows take place in the school hall and are attended by children's families. This helps to prepare children to become aware of their wider community and to embrace new and more challenging situations with growing confidence. Children also take part in daily circle time and group story times. During these activities staff effectively capture children's interest and motivation by modelling a playful exuberance and enthusiasm. Staff also use a number of successful strategies that help to teach children to learn to sit and listen and participate in expressing their ideas and thoughts. For example, a prop called Mr Lion looks to see if children are sitting ready with their listening ears. Staff use further props, songs, gestures and community languages to ensure that every child has the opportunity and support they need to be able to respond as part of the group and as an individual.

Staff also introduce rich language in context of what children are seeing and doing, which supports children's understanding and successfully increases their vocabulary. They effectively use repetition, which helps children to take part and become involved in learning. For example, staff signal the beginning of story time by getting the children to join in with the phrase, 'once upon a time'. They also use the same story throughout the week and encourage parents to tell the story at home. This helps children to become more familiar with the story and able to take part in telling and predicting the storyline. Staff make very good use of how, why, what and where questions, which encourages children to think and express themselves. At all times staff provide sensitive support so that all children can respond with both verbal and non-verbal responses. This provides significant support for children's confidence and communication and language skills. This approach is particularly effective for children who are learning to speak English as an additional language as it helps them to reach a good standard of English in preparation for school.

Staff effectively extend and support children's learning by providing an array of resources that stimulate children to become interested and curious. At all times staff are attentive and focused on encouraging children to discover new experiences and new ways of doing things, which are skills for future learning. For example, resources, such as, wooden beams, recycled car tyres, plastic crates and bricks, successfully capture children's interest. Staff effectively support children to work together to build and create a number of different structures and children stretch and balance their bodies in order to move

across them. This helps them to develop control of their bodies. Through supporting this type of self-made challenge staff encourage children to sustain shared thinking, test their ideas and learn to change strategies, in order to solve problems they encounter. This results in children becoming deeply involved in their chosen activity and at times showing great pride in achievements. This approach is reflected in all staff practice and contributes in helping children to become independent and effective learners.

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

All staff have a secure understanding of how important it is that children develop a secure sense of emotional well-being. Exemplary focus is given to working in partnership with parents and the local community, including the local church and mosque to support children's self-confidence and self-awareness. As a result, all family experiences are recognised, celebrated and reflected in activities, the environment, through resources, displays photographs, print and languages spoken. This significantly helps children to value themselves and each other's differences. Staff are consistently good role models who support children to consider others, to take turns and share. Key persons work effectively together and in partnership with parents to ensure continuity and consistency for children, which includes running regular behaviour workshops for parents. As a result, children demonstrate a good understanding of acceptable behaviour relative to their age. For example, a group of children reinforce the rule of taking turns as they tell one child they must go to the back of the queue to have a turn at crossing the beam. Good focus is given to ensuring initial settling-in experiences meet children's needs. This may include extending sessions, where needed, to ensure children become confident and familiar with their key person. Children's move to school is particularly well supported with opportunities for children to experience a number of aspects of school life. This helps to prepare them to move into school and continue with their learning journey with confidence.

Staff have a strong understanding of how to create a highly flexible and stimulating environment. A wealth of stimulating and easily accessible resources ignite children's interest. They initiate their own play and follow their own interest in all areas of learning, indoors and outdoors, which significantly supports children's independence. Staff fully understand how important it is for children to become active and they plan a varied range of challenging activities to support this, which includes children taking part organised sports days and developing skills, such as jumping along in bags. These activities help children to become active, develop control over their bodies and help to develop a positive attitude to exercise. During these types of activities children are supported to develop their understanding of how to keep themselves and others safe. As a result, children demonstrate a good understanding of how to keep themselves safe, relative to their age. For example, children wait until other children have completed their run before they begin to run and jump along in their bags. Children's self-care skills and understanding of the importance of eating healthily is supported through discussions and healthy snack times where they serve and clear away after themselves.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are fully understood and implemented effectively by the pre-school's management team. This ensures safeguarding procedures are robust, which contributes to ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures include obtaining Disclosure and Barring Service checks and references for all staff. Staff are also required to declare any incidents following these checks that would affect their suitability, which contributes to ensuring staff are suitable to work with children. All staff receive ongoing training and have a good knowledge and understanding of child protection procedures. They work effectively as part of a multi-agency team, working together with parents and other professional agencies. This ensures families receive early intervention and support if needed, particularly in relation to supporting children with special educational needs and/or disabilities. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks during all activities. This ensures that children enjoy a safe and secure environment.

The management team of this pre-school have a very strong understanding of how children learn and they demonstrate a passion to provide the very highest support for all children's care and learning. In some instances they are successful in meeting this vision, particularly in relation to creating a highly inclusive environment, which leads to parents making rich contributions to children's learning and care. This ensures each child's individual needs are swiftly identified and supported so that all children make at least good progress in their learning and development, given their starting point and capabilities. For example, staff and parents meet on a monthly basis, in order to share information to evaluate the progress children are making. Good emphasis is also given to the manager's and staff's professional development. This has included the manager undertaking training to degree level. Her high level of knowledge is reflected in her ability to monitor children's progress and provide effective and ongoing support, coaching and training for staff. This is securing continual improvements, which is contributing to enhancing children's experiences. For example, the manager holds a weekly 'reflective practice' meeting where effective practice is discussed. She also works alongside staff to observe their practice and to provide further coaching and guidance, which contributes to continually developing staff skills.

Self-evaluation is mostly very robust and includes views of all of the staff, parents, and children. This results in well-targeted action plans that support children's achievements over time. For example, action plans have resulted in a number of well-targeted workshops for parents, which contribute to supporting children's progress. However, the monitoring and evaluation of how effectively children's next steps in learning are supported during all activities is not as well established.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY470950
Local authority	Staffordshire
Inspection number	942483
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	64
Name of provider	C E Barker Ltd
Date of previous inspection	not applicable
Telephone number	01283565518

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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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