

# Little Lambs Pre School

Guyhirn VC School, High Road, Guyhirn, WISBECH, Cambridgeshire, PE13 4ED

<b>Inspection date</b>	07/11/2014
Previous inspection date	15/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children enjoy their time at the pre-school where they are able to choose their own playthings independently. As a result, they are beginning to be curious and show a desire to learn.
- Staff know the children well and generally develop warm and trusting bonds with each one. This means that children feel secure and at ease when at the pre-school.
- Staff have a secure understanding of safeguarding and because of this, children remain safe at the pre-school.

### It is not yet good because

- Children's next steps in learning are sometimes not identified accurately enough. As a consequence, planned activities do not always take into account the areas of learning where children need to make the most progress.
- Professional management systems are in their infancy and this means that performance targets have yet to be set to ensure staff improve their teaching to a consistently high standard.
- Self-evaluation does not take into account of the views of staff, parents, children and others concerned with the pre-school. As a result, areas of strength and development are not always identified.

## 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 room, the school hall and in the outside learning environment.  
The inspector held meetings with the head teacher and deputy from the school, the local authority advisor and the pre-school leader. She also spoke with the chair of governors, children and staff at appropriate times throughout the inspection.
- The inspector and head teacher took part in two joint observations.
- The inspector took the views of parents into account.  
The inspector looked at children's learning journals, planning documentation,
- evidence of the suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full report

### Information about the setting

Little Lambs Pre School was registered in 2009 on the Early Years Register. It operates from a classroom within Guyhirn Primary School, in Guyhirn, Cambridgeshire. The pre-school serves the local area and beyond and is accessible to all children. There is an enclosed area available for outdoor play and the pre-school has use of the school grounds. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am on Mondays, Thursdays and Fridays. An additional afternoon session is offered from 11.45am to 2.45pm on Tuesdays and Wednesdays. There are 12 children on roll, who attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs three members of childcare staff. Of whom, two hold appropriate early years qualifications at level 5 and one holds a qualification at level 2. They receive support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve analysis of observations and assessments, to ensure that planned next steps in learning maximise children's development, particularly in the prime areas
- improve teaching by further developing supervision of staff and setting robust targets to rapidly enhance their skills and ensure children have every opportunity to make good progress.

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

- develop a more rigorous approach to self-evaluation to include the views of staff, parents, children and others, ensuring targets for improvement are firmly focused on teaching and learning.

## Inspection judgements

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

Staff at the pre-school understand about the seven areas of learning and generally provide a suitable range of play opportunities that they know will interest children. They join with the children as they play and use these opportunities to extend their learning appropriately. For example, staff repeatedly use the words 'open' and 'shut' to describe children's actions as they play together with cars and a garage. These purposeful interactions help children to gain new vocabulary and practise its use as they become emerged in their imaginary worlds. Staff understand the need to promote communication

skills even further and they make effective use of story time to model language. Here, children enjoy hearing the same story each day and delight in joining in with the now familiar catchphrases repeated throughout the story. This helps to give children the confidence to use speech as a means of communicating, as well as improving their listening and concentration skills to an appropriate level for their stage of development. Children's emerging literacy development is also fostered securely at these times. Children's newly found love for reading is demonstrated as they begin to choose books to read to themselves throughout the morning or emulate staff by reading out loud to others. This shows that children are beginning to develop the skills needed in their future learning.

Staff know children well and know their starting points when they first attend the pre-school. Further developments are planned for the next intake of children, including home visits and improved documentation, to securely capture their abilities and possible support needs. Staff observe children as they play and make assessments of their development across the seven areas of learning. Parents contribute their ideas of children's progress during discussions and by writing in the home observation books. Although, this procedure is securely in place, there are a few occasions when staff fail to analyse their observations well enough. This means that children's planned next steps in learning are not always the most important ones or in a few other cases, the focused activity chosen to promote learning in a given area is mismatched. Teaching during these times is also inconsistent as staff do not always maximise learning to the full and therefore, some children make satisfactory progress rather than the good level of progress required. Staff have improved their skills in supporting those with special educational needs and/or disabilities by seeking help from the school and local authority. They are beginning to show more confidence in writing targeted plans to promote children's development. As a result, children are able to access learning opportunities successfully.

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

The key-person system is established and as a result, children generally form positive attachments with staff. Children move around independently, choose their own playthings and on the whole, are occupied and interested in the activities on offer. Partnerships with parents are secure and this means that staff are well informed about children's care needs. Children generally behave well because staff offer timely reminders about the need to be kind and friendly to each other and in this way, children are learning about what is and what is not acceptable when at the pre-school. Staff consider children's safety during activities and follow procedures satisfactorily to ensure that the premises are suitable for children to play and learn without risk. Care routines are carried out with satisfactory consideration for matters of hygiene and encourage children, for example, to wash their hands after toileting. Children are beginning to consider their own safety and that of their friends as they make use of the small outside area and the school playground when available. Staff offer reminders about opening and closing the external door with care and being mindful of other children when enjoying riding on bicycles in the playground. These routine activities also promote children's understanding of taking small risks and how physical exercise is important in their daily lives. Children's independence and awareness of nutritious food is encouraged during snack times as they serve themselves with fruits,

raw vegetables and drinks. Children are attentive to any spills and mishaps, quickly mopping them up and demonstrating their sense of belonging and ownership of their environment.

Staff make the best of the small space available to them and ensure it feels homely for young children. Resources are adequate and stored appropriately to enable children to independently access their own resources and toys. Children generally benefit from being an integral part of the school, especially when they join with the reception class for their daily 'wake and shake' session in the main hall. This enables staff to enliven children's receptiveness to learning by providing a few minutes of movement to music. Children generally join in well, follow instructions and demonstrate their sense of ease in the much larger environment. These playful opportunities offer children a gradual and supported introduction to school life and means that they are emotionally prepared for changes in their life.

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

The pre-school has made suitable progress since the last inspection when it received a number of actions to improve practice. The governors of the school, as the registered provider of the pre-school, have embraced the support from the local authority and consequently, they have a better understanding of their responsibilities under the Early Years Foundation Stage. They have also made a secure start to addressing the various challenges highlighted in the last inspection report. A new headteacher has been appointed to the school and so together, they are implementing an action plan with renewed rigor and determination. Amongst other things, policies have been reviewed and omissions have been addressed, especially with regard to the use of mobile telephones and cameras in the setting. A named special educational needs coordinator is in place and has attended training, so children with special educational needs and/or disabilities are supported adequately.

Staff know how to protect children in their care and are able to explain how to identify and report their concerns to appropriate colleagues or if necessary, outside professionals. They have a variety of policies and procedures to support them in their work and are vigilant to children's safety as they play and learn. Secure recruitment procedures are in place and this includes background checks to ensure staff are suitable for their roles. Professional management systems have now been introduced and form part of the detailed action plan currently being addressed by the governing body. However, further improvements are needed to ensure supervision of staff is frequent and stringent targets are set for each one to continue to improve their practice and be able to offer high quality teaching needed to ensure children make good progress towards the early learning goals. Staff attend training whenever possible and benefit from ongoing support from colleagues within the school to improve their skills. Local authority advisors have also worked with staff to model best practice. Although, it is early days, an improvement in staff interactions to promote children's learning is evident.

Monitoring of children's progress is adequate and generally identifies those needing a

targeted programme to enhance their learning. Self-evaluation is in place, although, currently, this has generally been from the point of view of the pre-school play leader. A more robust approach is needed to capture the views of staff, parents, children and others concerned with the provision. Partnerships with parents are otherwise positive. In discussions, parents speak about the friendly and approachable staff and describe the ways in which they are included in discussions about children's progress and development. Partnerships with other professionals and organisations are secure and ensure there is a coordinated and satisfactory approach to meeting children's learning and welfare needs.

## 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

<b>Unique reference number</b>	EY398468
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	984387
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Guyhirn VC School Governing Body
<b>Date of previous inspection</b>	15/07/2014
<b>Telephone number</b>	01945450247

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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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