

Little Lambs

The Good Shepherd Catholic Primary School, Kingsland Gardens, Kingsthorpe, NORTHAMPTON, NN2 7BH

Inspection date

Previous inspection date

13/01/2015

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

- Staff observe and assess children's level of achievement, consult with parents and plan effectively for individual learning. Consequently, children make good progress while they play in a stimulating play environment.
- Staff consistently stimulate children's interest in the very good range of activities provided in playrooms and outside. They offer good support so that children acquire skills and a capacity to develop and learn, and be ready for the next stage in their learning.
- Children are safeguarded because staff are aware of their responsibilities to protect them from abuse and neglect. Staff successfully minimise risks in playrooms and outside.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy, sociable and confident learners.

It is not yet outstanding because

- Children's critical thinking and language development are not consistently maximised. In conversation with children, staff do not always give them time to think about how they want to respond to the open-ended questions they are asked.
- Staff do not consistently reinforce healthy eating. Children bring in a packed lunch and staff do not encourage them to identify the foods that they like to eat while talking with them about healthier choices.

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 playrooms and outside.
- The inspector held meetings with the manager, and spoke with staff and children.
- The inspector looked at a selection of children's assessment records and planning, the provider's self-evaluation and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Little Lambs pre-school was registered in 2006 and is registered on the Early Years Register. It operates from a self-contained pre-school unit, within The Good Shepherd Catholic Primary School, in Northampton. There are two playrooms and associated facilities in the unit and an enclosed outdoor play area. The pre-school has access to the school hall on three days each week. There are currently 46 children on roll and all are in the early years age group. The pre-school supports children who speak English as an additional language. It provides funded early education for three- and four-year-old children. Children attend for a variety of sessions. The pre-school employs five staff and all hold early years qualifications at level 3. It is open term-time only, Monday to Friday from 8.45am to 3.30pm.

What the setting needs to do to improve further

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

- extend children's critical thinking and language development, by giving them more time to think about how they want to respond when questions are asked
- extend practice for raising children's awareness of the food they eat and how it contributes to their good health.

Inspection judgements

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

Children make good progress. Planning for learning is tailored to individual needs and staff challenge children effectively to ensure that they reach the next steps in their learning. Parents initially share information about what their child already knows and can do. Information on achievements is shared between staff and parents so that they work together to ensure that each child makes best progress. Staff support children well so that they develop skills in readiness for school. Staff are aware of how to carry out the progress check for children aged between two and three years, even though children attending are aged three or four years.

Children are happy, settled and confident. Staff promote children's speaking skills effectively in accordance with their different stages of development. For example, in conversation they support children in extending their vocabulary and they encourage children to hear and say the sounds of letters at the beginning of words. Staff ask open-ended questions in order to encourage children to use a full sentence in response. However, there are times when they do not give children time to think about how they want to respond and then put their thoughts into words. Children who speak English as an

additional language receive good support. Children demonstrate good manipulative skills while they make marks and practise pencil control in a variety of ways. They squirt shaving foam into a large tray, explore the texture and describe it as being soft, sticky and slimy, and create shapes and write their names with the tips of their fingers. Children play games that promote their observation skills and numeracy. For example, they play a shopping list game with an aim to gather enough picture cards that match the list on their game card. Children are asked periodically to count how many picture cards they have, and how many they need to collect.

Staff effectively promote several areas of learning within an activity. Children are keen to sit and listen to a story and the staff member organising the large group makes sure that they can all see the book before she begins reading. The staff member promotes children's literacy development as she points to the title and continually points to words while she reads. Children are asked if they know what some of the words used in the story mean. The story is about a bear who has an itch and when asked what this means, one of the children says 'you have to scratch it'. Children enjoy pretending that they have an itch between their toes. The staff member asks them what they think the bear would choose to scratch himself on, and she makes sure that all children are given an opportunity to express their views while also ensuring that children remain interested and engaged. They discuss feelings when one animal in the story tells another to go away. Children identify as the story progresses that the creatures the bear meets are getting smaller, and the smallest is a millipede. Children say that it is a caterpillar and share their knowledge about how caterpillars turn into butterflies. Children receive praise for their opinions. They talk about a picture that shows apples falling from a tree. They look at a large pile of apples and they are asked to guess how many apples there are. Responses include 'lots' and 'a hundred'. Staff suggest that they count to find out if there are more than 10. They are aware that this means that they will reach 11 or 12 or more, and some children count beyond this number until the staff member suggests that there are too many to count them all. Children's vocabulary is extended effectively because they are asked to describe apples. Children respond with 'delicious', 'tasty' and 'scrumptious'.

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

Children are supported well in the transition from home to the pre-school setting in a manner sensitive to their different needs and those of parents. Their personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is good. They behave well and behaviour is consistently managed by staff with use of positive reinforcement in order to boost self-confidence and self-esteem. Children are well prepared for the next stage of their learning. They are familiar with areas in the school other than their own playrooms, and links with the school's Reception class teachers are good. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals.

The pre-school environment is safe, warm and welcoming and children learn how to keep

themselves safe. For example, they learn road safety when they visit the local library or shops and they practise the fire drill. Children's well-being is addressed effectively and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively because they are encouraged to be physically active on a daily basis. They can choose outdoor play throughout the day and enjoy activities in the school hall three times each week. A favourite activity is moving their bodies in different ways to music. Children understand and adopt healthy habits, such as good hygiene practices and they learn to manage their own self-care needs. Staff provide a healthy snack and parents provide packed lunches. Lunch bags consist of a range of different foods, some of which are healthy. However, some also contain crisps and chocolate. Staff chat with children while they eat, but they do not maximise children's awareness of healthy eating because they do not routinely talk with them about the foods that promote good health. Staff use their food hygiene knowledge to ensure that food is stored safely.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Required staff to child ratios are met and staff are deployed effectively throughout the premises. They assess and minimise risks successfully. The manager ensures that staff are aware of their responsibilities to protect children from abuse and neglect. Staff are aware of the Northamptonshire Safeguarding Children Board procedures. Recruitment, selection and induction procedures are clear and vetting procedures for staff are thorough. Parents are aware of the pre-school's safeguarding policy.

The manager uses her knowledge of the Early Years Foundation Stage effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. The current priority for improvement is to review all policies and procedures and review and update the Ofsted self-evaluation form which was last submitted in February 2014. The manager welcomes advice and support provided by local authority development workers and she is hoping to access training on working with parents who speak English as an additional language. Recent training accessed by staff has enabled them to improve their knowledge and skills in promoting children's mathematical and literacy development. Processes for staff supervision, performance management, training and development meet requirements. Plentiful resources are chosen for their quality and durability as well as to meet children's developmental needs effectively.

The partnership with parents is strong because communication between staff and parents is good. This ensures that they work well together to meet children's different needs. Staff have experience of liaising effectively with external agencies or services to ensure that

children get the support they need. Children on roll do not attend any other early years provision but staff are aware that communication with other providers would be necessary in order to ensure continuity of care and learning for children. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation and records are kept up to date and in good order.

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	EY331116
Local authority	Northamptonshire
Inspection number	820562
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	46
Name of provider	The Good Shepherd Catholic School Governing Body
Date of previous inspection	not applicable
Telephone number	01604 714399

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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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