

Inspection date	9 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children greatly benefit from the small-group size and the extremely close support they receive from staff, who have an excellent understanding of their needs and interests. This provides a very strong base for developing children's confidence and motivation to learn.
- Children are extremely well supported to develop independence in taking care of their own needs. Staff demonstrate very high expectations of the children and provide an abundance of opportunity for children to do things for themselves.
- The manager is committed to providing high-quality care and learning for children. She provides good support for the staff team through effective supervision and performance management. The manager is an excellent role model for the team of staff, who share her drive and enthusiasm.
- Staff accurately assess children's development through high-quality observations. Planning is often flexible. Staff effectively seize opportunities for learning and use what they know about the children to support their next steps in learning. Children make good progress across the areas of learning and outstanding progress in their personal, social and emotional development.
- Partnerships with parents are well established. Parents are kept well informed with regard to their children's progress and are encouraged to share what they know about their children's achievements at home. Parents are complimentary about the nursery and the staff team.

It is not yet outstanding because:

- Occasionally, staff do not give children enough time to think and respond to their questions and prompts.

What the setting needs to do to improve further

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

- enhance staff's use of questions so that children have plenty of time to think and respond, to extend their thinking and speaking skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider and manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff are vigilant and understand the procedures to protect children's welfare. All staff receive relevant training and are regularly updated via staff meetings. All staff work effectively as a team and have a shared drive and commitment to succeed. High-quality self-evaluation leads to the implementation of targeted improvement plans that help drive continual improvement. Strong partnerships with external agencies and schools promote a consistent approach to children's learning. Teachers visit from local schools children will be attending. This helps to promote continuity when children move on to the next stage of their learning. The manager effectively monitors and tracks the progress of all children. Any gaps in learning are quickly identified and appropriate action is taken.

Quality of teaching, learning and assessment is good

The quality of teaching is strong. Staff are well qualified and demonstrate a good understanding of how children learn. Staff use a range of teaching techniques to support, challenge and motivate children. For example, younger children show good emerging literacy skills as they practise writing their name, starting with the first letter. Staff set appropriate challenges and extend their learning as they provide flash cards of their names for them to refer to and attempt the other letters. Children demonstrate good imaginative skills. They care for dolls as they pretend to feed them and wrap them in blankets. Children use their mathematical skills in the sandpit. They explore with filling up buckets and are supported by staff who use a range of mathematical language.

Personal development, behaviour and welfare are outstanding

Children develop an extremely strong sense of emotional well-being. Highly effective settling-in procedures and the strong skills of key persons help to ensure children settle very quickly into the nursery. Children display highly positive behaviour and demonstrate strong self-control. Staff greatly encourage children to learn together and from one another. This helps children develop high levels of cooperation and respect for others. There is a very strong emphasis on children managing their own safety. Children conduct risk assessments and talk about what hazards they can identify and why they might be dangerous. Children develop an in-depth understanding of health and hygiene through novel activities. For example, children explore germs and the importance of handwashing using their handprints in bread and examining the germs that are transferred.

Outcomes for children are good

All are working within the typical range of development expected for their age and most children make rapid progress in their personal, social and emotional development. Children are enthusiastic and develop confidence in their own abilities. Older children develop an awareness of their own learning styles. For example, they identify, using persona bears, what type of learner they have been each day, such as an explorer or trier. They actively explore the environment and seek out their friends to share their experiences. Children develop key skills to prepare them for more formal learning when they move on to school.

Setting details

Unique reference number	EY490818
Local authority	Lancashire
Inspection number	1025837
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	20
Number of children on roll	24
Name of registered person	Alexandra Jayne Bellis
Registered person unique reference number	RP516980
Date of previous inspection	Not applicable
Telephone number	07849415479

Little Lambs was registered in 2015. It is open from Monday to Friday, term time only. Sessions are available from 8am to 5.30pm. The nursery receives funding for children aged two and three years. In total, four staff work with the children, three of whom hold relevant early years qualifications. The manager has a qualification at level 6.

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