

Little Lambs Kindergarten

St. Helens Church Hall, Hangleton Way, Hove, East Sussex, BN3 8ER



Inspection date	3 May 2017
Previous inspection date	11 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. Staff work hard to create a stimulating and welcoming environment for children to explore. They join in with children as they play, helping them to extend their confidence and social skills.
- Additional funding is used effectively to target the needs of children who receive it. For example, specific resources based on children's interests have been bought to help children's ongoing learning, such as turn taking.
- Children who have special educational needs and/or disabilities are extremely well supported. There is a dedicated specialist team in place. They work closely with parents and other professionals to help them gain a wealth of information about individual children's needs. This helps staff to provide continuity of care and learning for children.
- The leaders of the kindergarten are well qualified and ambitious. They continually drive for improvement and value the views of staff, children and parents. These are included in the evaluation process to help identify areas to develop, such as more sensory play.

It is not yet outstanding because:

- The monitoring of staff performance is not sharply focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- sharpen the focus of performance management so that staff have more opportunities to build on their practice, in order to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the staff team and children at appropriate times during the inspection.
- The inspector carried out joint observations with the managers.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff regularly attend child protection training and understand how to keep children safe. They have a secure understanding about the process to follow if they are concerned about children's welfare. Secure recruitment procedures are followed and new staff complete a thorough induction process. This helps them to gain a clear understanding about their roles and responsibilities. The managers check the quality of teaching and the progress children are making. They are very good role models for less experienced staff. The managers are in the process of reviewing different assessment systems to show how different groups of children are progressing.

Quality of teaching, learning and assessment is good

Staff provide children with a wide range of play experiences. Children particularly enjoy playing outdoors. They fill containers with water and search for letters that they recognise. Good quality interactions help children learn about the world. For example, discussions take place about the clouds and the position of the sun. Younger children enjoy discovering the different sounds that musical instruments make. Children's listening skills are well supported. For example, they follow instructions during dancing sessions. Children who speak English as an additional language and other forms of communication, such as sign language are helped to make links in their learning. For example, staff routinely use signing and photographs of routines to help them make decisions.

Personal development, behaviour and welfare are good

An effective key-person system and home visits contributes to staff knowing children well. They work extremely closely with parents to ensure children feel settled. Secure and have their individual needs effectively met. Parents and carers speak highly about the staff. They say that the transition to school was well supported so that their children felt at ease moving to a new setting. Staff are very calm and provide gentle reminders about how to manage their behaviour appropriately. Children follow good hygiene routines and enjoy helping to prepare nutritious snacks for their friends. The hall is well organised to help younger children and toddlers to safely explore. Children have free access to the outdoor area all year round. They also visit the woods for specific Forest School activities.

Outcomes for children are good

Children are making good progress in their learning and are developing skills that prepare them for school. This includes children who receive additional funding for education. This also includes those who speak English as an additional language or who have special educational needs and/or disabilities. Staff organise small group activities to focus on specific needs, such as developing language skills and the formation of letters.

Setting details

Unique reference number	EY418042
Local authority	Brighton & Hove
Inspection number	1094564
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 - 4
Total number of places	32
Number of children on roll	39
Name of registered person	Little Lambs Kindergarten Ltd
Registered person unique reference number	RP530197
Date of previous inspection	11 March 2015
Telephone number	01273 933 631

Little Lambs Kindergarten registered in 2011. The provider employs 12 members of staff. Of these, nine staff, hold appropriate early years qualifications at level 3 or above. One manager has a qualification at level 5 and the other has qualified teacher status. The setting is open during term time from 8am to 3pm. The setting receives funding for two-, three- and four-year-old children. The setting supports children who are learning to speak English as a second language. It also supports children who have special educational needs and/or disabilities.

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