

Little Lambs Pre School

c/o Shepherdswell Academy, Billingwell Place, Springfield, Milton Keynes, MK6 3NP



Inspection date

5 October 2017

Previous inspection date

4 February 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

- Children respond well to the staff's caring and consistent manner. They learn to behave very well, and to be kind and considerate to each other.
- The quality of teaching throughout the pre-school is of a consistently high standard and children are very well prepared for their next steps in learning.
- Staff constantly observe children in their play and robustly monitor children's progress. They quickly identify weaker areas in children's learning, so that all children make good progress relative to their starting points.
- The staff use self-evaluation well and they have developed good systems to monitor and target areas to improve.
- Children respond well to the warmth and affection offered by their key person. Their emotional well-being is very well supported and new children settle quickly into the setting.

It is not yet outstanding because:

- Although staff provide good support to children who are learning English as an additional language, there are fewer opportunities for these children to make choices and demonstrate what they already know.
- Staff have positive relationships with parents and carers. However, staff are not always proactive in helping parents understand how to further support their children's learning at home.

What the setting needs to do to improve further

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

- enhance the already good teaching to ensure all children have access to choice, and can demonstrate what they already know within activities, so that they make more-rapid progress
- develop further opportunities for parents to be involved in their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at a sample of documents to check how well staff are keeping children safe.
- The inspector discussed a sample of children's records with staff, and reviewed how effectively staff use their assessments to plan for individual children's learning.
- The inspector completed a joint observation with the pre-school manager and discussed children's learning and development.
- The inspector spoke to children, parents and staff at convenient times during the inspection and took account of their views.

Inspector

Sue Bayliss

Inspection findings

Effectiveness of the leadership and management is good

The manager works with her staff team to effectively review the quality of the setting and monitor children's learning. Since the last inspection, positive changes have been made so that staff now benefit from regular meetings, where they share children's next steps in learning. All staff are aware of any gaps in children's learning and act quickly to ensure all children make good progress. Safeguarding is effective. The manager and staff have a very clear understanding of their responsibilities and know the steps to take if they are concerned about a child's welfare. The manager regularly updates her knowledge and encourages staff to develop their skills, for example, by attending relevant training and sharing information gained with their colleagues.

Quality of teaching, learning and assessment is good

Children are very eager to participate in the wealth of learning opportunities that are offered to them. Staff plan a variety of challenging activities for children that moves their learning forward. Children show very good progress in their mathematical development. For example, they show excellent levels of concentration as they complete jigsaws, eagerly talking about the numerals and matching objects in the picture. They use their knowledge of numbers to work out simple calculations, for example, as they work together to calculate how many plates they will need for their picnic. Staff carefully observe children as they play to identify their next steps in learning. Very effective support is given to children who have special educational needs and/or disabilities. Staff work closely with external agencies to ensure that all children receive the support they need to make progress in their learning and development.

Personal development, behaviour and welfare are good

Children develop close relationships with their key person. Staff skilfully encourage children to follow their own interests. They engage them in meaningful interactions that develop children's language skills and support their social interactions. Children behave extremely well as staff support their understanding of boundaries and help them to develop their independence. For example, children proudly demonstrate they can zip up their own coats and wash their own hands. They have good opportunities to develop their muscles as they enjoy the physical challenges offered to them. For example, they play outside with a parachute and balance on climbing equipment. Children explore similarities and differences between themselves and others. For example, they talk with adults about the different foods they enjoy and learn how to keep themselves healthy.

Outcomes for children are good

Children are engaged in their learning. All children make progress and older children are starting to recognise letters and link them to sounds in words. Overall, adults support children to make decisions, play imaginatively and follow their own ideas. Children learn how to keep safe and are developing their self-confidence. Children learn a good range of skills that prepares them for their next stage of learning and their move to school.

Setting details

Unique reference number	EY320916
Local authority	Milton Keynes
Inspection number	1085844
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	24
Name of registered person	Springfield Playgroup Committee
Registered person unique reference number	RP902107
Date of previous inspection	4 February 2015
Telephone number	07742115971

Little Lambs Pre School registered in 2006. It is open each weekday from 8.30am until 11.30am and 12.15pm until 3.15pm during term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Four staff work in the pre-school, all of whom hold appropriate early years qualifications.

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