

Little Lambs Preschool

Church of the Good Shepherd, Winklebury Centre, Basingstoke,
Hampshire RG23 8BU



Inspection date	10 September 2018
Previous inspection date	5 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff assess children's learning in partnership with parents. Children make good progress from their starting points and any gaps in learning are investigated and addressed.
- The management team carefully monitors progress between different groups of children. This helps them to identify any weakness in teaching skills and plan for continuous development.
- Staff keep parents well informed of their children's development and successfully encourage them to contribute to their children's learning.
- Children learn about keeping healthy and safe. For example, they talk about why they eat vegetables and fruit at snack time and why they follow good hygiene routines.
- Staff practice is carefully monitored. The management team supports staff to keep up to date with qualifications and to progress in their careers. Staff are enthusiastic and successfully implement new ideas to help children progress.

It is not yet outstanding because:

- Staff do not always encourage children to respect the living creatures they find in the garden.
- Staff miss many opportunities to encourage children to use resources to learn more about the natural world and living creatures.

What the setting needs to do to improve further

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

- encourage children's care and concern for living things and the environment
- provide more opportunities for children to examine living creatures and use resources to learn more about the natural world.

Inspection activities

- The inspector toured the pre-school and reviewed the resources with the manager.
- The inspector observed an activity with the manager and discussed the quality of teaching.
- The inspector observed the children and staff at play and discussed their activities with them.
- The inspector took into consideration the comments of parents spoken to on the inspection day.
- The inspector reviewed documents and records provided by the manager.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Appropriate vetting procedures help to ensure staff are suitable. Staff risk assess regularly and supervise children closely at all times. Management and staff understand their role in reporting any concerns about children's welfare. The manager uses development records, the views of staff, parents and professionals to reflect on the provision and make improvements. For example, they identified a weakness in children's mathematical development and have successfully focused on improving this aspect of teaching. Positive relationships with professionals help to ensure that professional knowledge is shared for the benefit of the children.

Quality of teaching, learning and assessment is good

Staff plan a good variety of activities to encourage children's interests and to help them progress. For example, in the digging area, children use spades with increasing coordination to fill buckets and toy lorries with soil and pebbles. Staff skilfully model language and ask questions to encourage children to think and use their knowledge in different ways. Staff introduce mathematical language into all the activities, encouraging children to identify, size, shape, position and quantity. Balance and coordination are encouraged in innovative ways. For example, children stretch as they use paint rollers on large paper-covered walls to create their own designs. Children learn to recognise their names and how to use books appropriately. They act out their experiences and observations. For example, they feed the baby doll in the high chair and prepare pretend food for staff and friends.

Personal development, behaviour and welfare are good

The staff are positive role models. They get down to the children's level, listen attentively, and speak calmly and politely. Staff address any behaviour issues consistently and appropriately to help children learn how to resolve problems and understand what is expected of them. Behaviour is good. Staff plan outings and activities to help children learn about the wider world. Children are encouraged to talk about feelings and expressions as they draw faces and create faces with pasta. Parents speak highly of the good progress their children make and the warm welcome they and their children receive.

Outcomes for children are good

Children confidently explore the many activities and participate enthusiastically. They make choices in their play and develop good social skills. They are curious and interested in all that is happening. Children are developing the skills they need for the next stage of their learning.

Setting details

Unique reference number	110498
Local authority	Hampshire
Inspection number	10063294
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	26
Number of children on roll	20
Name of registered person	Little Lambs Preschool Committee
Registered person unique reference number	RP907723
Date of previous inspection	5 May 2016
Telephone number	01256 359431

Little Lambs Preschool opened in 2000. It operates from the Church of the Good Shepherd in Winklebury, Basingstoke. The pre-school opens Monday to Friday, during term time only. Sessions run from 9.15am to 2.45pm Monday to Friday. There are four members of staff who work with the children. The manager holds a relevant degree and all other staff hold level 3 early years qualifications.

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