

# Little Lambs Childcare At Cadley Hill

8 Oaktree Business Park, Cadley Hill Road, Swadlincote DE11 9DJ



<b>Inspection date</b>	25 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

### This provision is good

- The provider successfully evaluates the quality of provision to drive continual improvement. She focuses sharply on areas for development. For example, she has strengthened the setting's management team by supporting senior staff to develop their leadership skills.
- The provider and staff place a strong emphasis on working in partnership with parents. They communicate frequently about children's care and learning and share ideas for children to continue their learning at home. This helps all children to meet and sometimes exceed typical milestones in their learning and development.
- Staff have a good knowledge of the early years foundation stage and plan a range of stimulating learning activities. Children enjoy solving challenging problems. For example, they use crates and wooden planks to build an obstacle course strong enough to allow them to cross. Staff skilfully extend children's thinking even further as they ask them how they could include further planks.
- Children are very happy in the setting and thoroughly enjoy their play and learning. There is a strong sense of belonging as staff involve children in many aspects of the daily routines. Children lovingly care for the pet hamster and are encouraged to ensure he has fresh food and water and a clean 'home'.
- Staff help children to understand that their own experiences may be different to those of others. Children share high-quality resources and photographs that promote positive images of disability. Staff encourage children to extend their role play and engage in non-stereotypical tasks. Boys are delighted to feed, change and take their baby dolls for a walk together in their pushchairs.
- At times, babies do not have as many opportunities to develop and extend their mobility and physical skills to the highest level.
- Occasionally, some staff do not recognise how to support children's use of letters and the sounds they represent as children write familiar words, such as their names.

## **What the setting needs to do to improve further**

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

- provide more opportunities for babies to develop and extend their mobility and physical skills
- strengthen staff's understanding of how to support children's use of letters and the sounds they represent to write familiar words, such as their names.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### **Inspector**

Jane Millward

## Inspection findings

### Effectiveness of leadership and management is good

The provider monitors staff practice and supports their professional development to help them further improve their knowledge and skills. The provider has rigorous audit procedures in place to check the safety of premises and staff's understanding of their safeguarding responsibilities. Staff closely follow the setting's policies and procedures and know how to respond to any concerns they may have about a child's welfare. The arrangements for safeguarding are effective. The provider analyses information about the progress of individual and groups of children, and swiftly acts to close any gaps in children's learning. Parents speak highly of the support their children receive.

### Quality of teaching, learning and assessment is good

Staff use the skills gained through their qualifications and training to observe and assess children's learning and development. They use this information, along with what they learn from children's parents, to plan their next steps. Children enthusiastically explore the activities available, which cover all areas of learning. They are fascinated to discover a range of bugs while outside and confidently use a range of science equipment, such as magnifiers, to make closer observations of their 'finds'. Staff help children to think more deeply as they prompt children to consider how the creatures feed and use their body parts. Staff support children's language and communication skills well. They model clear speech and allow enough time for children to talk and respond to their questions. This helps children to confidently talk about their learning and share their ideas. Babies are encouraged to develop their eye contact during interactions and to use a range of non-verbal language, such as waving, to communicate with others.

### Personal development, behaviour and welfare are good

Staff provide consistently strong support to reinforce positive behaviour. They enthusiastically acknowledge and praise children's achievements. Children are kind and considerate and play together harmoniously. They are extremely polite and their behaviour is exemplary. At lunchtimes, children say 'please' and 'thank you' and wait until everyone has their meal before they eat. Children enjoy freshly cooked, nutritious meals and eat a range of fruit. Parents comment on the positive changes in their children's attitudes to food since attending the setting. Children learn about the benefits of fresh air and physical exercise. They understand how to look after themselves and follow good hygiene and health routines. For example, they independently use and dispose of tissues and clean their hands.

### Outcomes for children are good

Children quickly settle at the setting and gain skills which help prepare them for the next stage in their learning, including the eventual move to school. They are confident, enthusiastic learners who enjoy sharing their play with friends, staff and visitors. Children use language and communication skills that are typical or exceed those expected for their age. Older children develop excellent technology skills to retrieve information and create their own pictures. They know how to change the size and colour of 'brushes' and edit their pictures in computer drawing programmes. Younger children develop early writing skills. They make marks and draw pictures to display in the setting.

## Setting details

<b>Unique reference number</b>	EY541817
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10101451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	C E Barker Ltd
<b>Registered person unique reference number</b>	RP532523
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01283 565518

Little Lambs Childcare At Cadley Hill registered in 2016. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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