

Inspection of Little Lambs Childcare

Valley House, Rangemoor, Tatenhill Common, Staffordshire DE13 9RS

Inspection date: 9 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Children are all extremely happy and settled. They have fun with their friends as they safely explore the wide variety of activities and resources available to them inside and outside. Older children excitedly talk about the 'heavy' pumpkin they are taking outside to look at. They make suggestions about what they may find inside the pumpkin. Children use their senses to explore, by feeling the seeds and smelling the flesh. They use different-sized spoons to scoop out the contents of the pumpkin. However, staff do not always have a clear focus on how the activities can be used to support children's current learning needs more precisely, for example, by making better use of the language of size. Children are encouraged to talk about what else they could do with the pumpkin and they listen carefully to each other's ideas. Younger children use their senses to explore a variety of autumn-themed objects and materials. They explore leaves through smell and feeling their texture. Children tap together log slices to make different sounds and learn to tear tissue paper, which helps to support their physical development. Staff introduce new vocabulary as they 'sprinkle' leaves over the children. However, at times, they do not repeat and reinforce the descriptive words they are using to fully support children's developing vocabulary and understanding. Babies express delight in exploring the sand and water trays outside. Staff are sensitive to their needs and know when they are ready to sleep. Children behave well. They share warm and caring relationships with the staff.

What does the early years setting do well and what does it need to do better?

- Improved systems for the supervision of staff ensure that they receive effective coaching and support. Staff are eager to improve their skills and knowledge. They actively engage in training and conduct their own research into further developing good-quality care and learning experiences for children.
- Children are motivated to learn and are fully engaged in a good range of interesting and stimulating activities. Staff demonstrate how to create animals from play dough. Older children are encouraged to look closely at pictures of different animals and recreate some of their features. Staff explain how they are going to make 'antlers' for their deer and point to them in the picture. Children respond by adding a large tail to their squirrel.
- Staff are knowledgeable about children's learning needs and a variety of free-choice activities are provided to help children to achieve them. However, the planning of some adult-led activities is not always precise enough to focus the activity on what they intend individual children to learn.
- Staff promote children's developing communication and language skills throughout the day. For example, children of all ages enjoy stories, songs and rhymes. Staff introduce children to new vocabulary. However, there are missed opportunities to repeat and strengthen young children's understanding as they

learn new words.

- Parents, staff and children are all involved in reviewing the provision and suggesting ways to further develop the nursery. Written comments from parents are highly complimentary about the nursery and staff. Parents state they are regularly informed about their children's progress and are given suggestions on ways they can help to support their children's next steps in learning at home. They are invited to progress meetings and workshops to help develop their own knowledge about how young children learn.
- Transitions through the nursery and onto school are well organised. Regular visits with their new key person or teachers from school help children to settle quickly. Children are taught key skills in readiness for school. For example, they learn to recognise and write their own name, follow instructions and manage their own personal care.
- Older children sit and listen carefully to stories. They demonstrate their knowledge of books. For example, they explain what is meant by the information on the back of the book. Children recall key elements of a story that is read over several days and discuss the morals in the story.
- Healthy lifestyles are actively promoted. Children explain why they need to clean their hands before they enjoy freshly prepared, healthy meals and snacks. Older children confidently carry their own lunch back to their table, where they serve themselves vegetables.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge and understanding of their role in safeguarding children. They understand how to recognise and respond to any sign of abuse or extremist behaviour. Staff know what to do if they are concerned about a child's welfare or about staff's practice. The manager conducts safer recruitment procedures and monitors staff to ensure they remain suitable in their roles. The manager conducts daily risk assessments. Staff are vigilant in ensuring the environment indoors and outside is safe for children.

What does the setting need to do to improve?

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

- strengthen teaching strategies and interactions with young children to consistently support and extend their developing vocabulary
- plan adult-led activities more precisely to increase the focus on teaching children the skills they need to make even better progress.

Setting details

Unique reference number	EY345593
Local authority	Staffordshire
Inspection number	10086426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	40
Number of children on roll	30
Name of registered person	Barker, Carole Edith
Registered person unique reference number	RP514137
Telephone number	01283 536577
Date of previous inspection	27 November 2018

Information about this early years setting

Little Lambs Childcare registered in 2006. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector and the manager conducted a learning walk in all parts of the nursery to understand how the curriculum is organised.
- A meeting was held with the manager. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager took part in a joint observation with the inspector.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of parents' views by looking at some written feedback they had provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019