

Inspection of Little Lambs

The Village Hall, Main Street, Cockerham, Lancashire LA2 0EF

Inspection date: 27 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly and establish positive relationships with adults at this caring nursery. They greet their key persons with a big hug when they arrive and enter confidently. Children say that they like coming to nursery because they enjoy playing with their friends. They are happy and feel safe.

Children are curious and engage in thoughtful conversations about their experiences. For example, they talk about what they can see through the binoculars and describe how the trees are changing colour. They ask about the difference between a bee and a wasp and offer suggestions about when the baby birds might appear from the nest in their outdoor area. Children benefit from the range of activities on offer at the nursery, which capture their interests. They focus for long periods on self-chosen activities. Children are developing positive attitudes to learning.

Children have formed caring friendships. They are incredibly kind and supportive of each other. For example, older children help the younger ones to reach their coats and to put on the dressing-up clothes. They independently share their toys when other children join them. Children delight in sharing each other's achievements. For example, they enthusiastically cry, 'Wow, that's brilliant!,' when they notice things that other children have made. Staff support children to talk about their feelings. They use books and resources to help children understand the impact of their actions on others. Staff are skilled at promoting children's emotional well-being.

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

- Children have many opportunities to develop their physical skills. They go on regular walks in the local area and run around in the field next to the nursery. Staff teach children how to hold a pen when drawing pictures and to put on their own coats independently. Babies have a dedicated space in which they can safely learn the skills they need to be able to walk. Children's physical development is well supported.
- Children enjoy looking at books with their friends and excitedly recall what is happening in the story. They have regular opportunities to borrow books from the library bus when it visits the nursery. Staff encourage children to take books home to share with their families. Children are developing a love of reading.
- Staff use a range of techniques to teach children mathematical concepts. They sing number rhymes and encourage the children to count as they prepare to knock the dominoes over. Children use mathematical language in their play. They line up their water bottles in order of size and shout 'my bottle is the biggest!'. Children are developing the mathematical skills they will need in the next stage of their learning.

- Parents are extremely positive about the quality of care and education provided by the nursery. They are kept informed about their children's progress and know how to support their learning at home. Parents are confident that their children are happy at the nursery and say that they even ask to attend on days when it is closed. Parents value the close bonds that their children have formed with the staff. They say that the nursery feels like an extended family and that 'the care is like that of a parent'.
- Children learn how to take an active part in managing their own personal needs. They show high levels of independence as they say, 'I have finished with the paint. I am going to wash my hands now!'. Staff promote strong hygiene practices which children consistently follow. For example, children immediately place their tissue in the bin after blowing their noses. Children are becoming increasingly independent.
- Effective communication is in place between the nursery and other professionals who are supporting the children. However, this is not yet embedded consistently across all professionals. For example, staff do not always share information effectively when carrying out assessments of children. Communication systems are not yet established with the other settings that the children attend. This has an impact on the continuity of education and care for children.
- Overall, staff promote children's language and communication skills through the positive interactions they have with them. However, staff do not consistently build on the language that children use through modelling new vocabulary and posing questions that extend their thinking.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge and understanding of safeguarding. They recognise their responsibilities to protect children. Staff know the signs that might lead them to be concerned about a child's welfare and how to report these concerns. Children are taught to be aware of risks by making their own daily checks of the environment and looking out for trip hazards or broken toys. The organisation of the nursery is carefully planned to ensure the safety and welfare of all children.

What does the setting need to do to improve?

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

- strengthen communication with other professionals to promote continuity of education and care for children
- promote children's language and communication further by consistently modelling new vocabulary and posing questions that extend their thinking.

Setting details

Unique reference number	EY490818
Local authority	Lancashire
Inspection number	10236683
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 at time of inspection	1 to 4
Total number of places	20
Number of children on roll	27
Name of registered person	Bellis, Alexandra Jayne
Registered person unique reference number	RP516980
Telephone number	07849415479
Date of previous inspection	9 September 2016

Information about this early years setting

Little Lambs registered in 2015. The nursery employs five members of childcare staff. Of these, one holds a childcare qualification at level 6, one holds a qualification at level 4 and one holds a qualification at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the staff.
- Discussions were held with the manager and staff during the inspection.
- Parents shared their views on the setting with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.
- Children spoke to the inspector during the inspection.

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.

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