

# Inspection of Little Lambs Clenchwarton

The Memorial Hall, Black Horse Road, Clenchwarton, Kings Lynn, Norfolk PE34 4DN

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Inspection date: 10 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children love coming to the pre-school. They arrive happy and excited to learn in the warm environment created by staff. They develop close relationships with staff, who greet them with a smile. Children approach visitors and invite them to look at the books with them. Children's happiness is at the centre of each decision made by staff. This supports children's well-being and ensures that they feel safe and secure.

Children learn basic hygiene procedures, such as handwashing. However, staff do not provide them with suitable opportunities to learn how to keep themselves healthy. For example, children bring in sugary drinks, such as juice and squash, and staff do not always make fresh drinking water available. Therefore, not enough is done to support children's knowledge about good oral health.

The environment is well resourced and stimulating for children. Children have a broad range of experiences available. The manager has a clear intent for what she wants children to learn. However, teaching is not consistently implemented, and the quality of teaching is not always good. Furthermore, staff do not provide the younger children with enough purposeful experiences to support their learning needs. Often, the group story time and activities are too large for all children to enjoy and are not age-appropriate in order to fully engage younger children. This means that not all children make good progress towards their full potential.

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

- The owner/manager has a strong vision for the future of the pre-school. She reflects on the provision to identify any areas to improve. Staff well-being is a priority. They comment that they feel valued and supported. However, staff do not benefit from regular supervision meetings to help strengthen their knowledge and improve their individual performance.
- The manager makes sure that mandatory training, such as first aid, is up to date. She has recently introduced an online training programme for staff. However, she has yet to establish focused professional development plans for the staff team to improve their knowledge and skills to raise the quality of teaching to a good level.
- Children's behaviour is generally good. They are learning to share, take turns and play with their friends. When children have minor disputes, staff sensitively support them to resolve them.
- Story time is a positive experience for older children. Children are eager to listen from the beginning. They are quick to say that they need 'good listening' and 'good sitting'. Staff use props to support children to contribute to the story. Children show confidence as they share their thoughts about what is happening.

- Staff are friendly and caring. They interact warmly during care routines, such as at mealtimes and nappy changes. This helps children to feel safe and secure.
- Staff support children's communication and language development. There are opportunities for children to enjoy singing songs and nursery rhymes. Staff pretend to forget words and songs, prompting the children to recall what they already know. The staff follow specialist programmes to support children's early language skills.
- Children enjoy practising their physical skills in the garden. They excitedly run around chasing their friends and riding bicycles. Children develop an understanding of the world around them. For example, they role play crossing the road using the play zebra crossing, while other children ride the bicycles, pretending to be the traffic. Staff help children to understand the meaning of red, amber and green on the traffic lights, to help children to know when it is safe to cross.
- Staff weave mathematical learning into play. For example, staff encourage children to explore shapes while building structures with wooden bricks. When sharing the play dough, staff use words such as 'more than' and 'half'.
- Children learn about growth and change and how to care for living things. For example, children are fascinated to see first hand the changes in the life cycle of a caterpillar. Children are eager to show the manager a book on metamorphosis. Children excitedly name the caterpillar, chrysalis and butterfly.
- Partnerships with parents are good. Parents say their children are happy, staff are friendly and the pre-school is safe. Parents know about their child's progress through daily conversations and an online system.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of the possible indicators of abuse. They know how to make a referral to the relevant agencies in the event of a concern about a child's welfare. Staff understand how to identify and respond to concerns relating to children who are at possible risk of wider safeguarding concerns, such as female genital mutilation, radicalisation and extremist behaviours. Staff supervise children well indoors and outdoors. Staff assess risks regularly to identify and remove any potential hazards to children. The provider ensures that staff are suitable through robust recruitment and induction procedures. This promotes children's safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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promote all children's good health, including their oral health	09/12/2022
develop the curriculum to ensure it clearly identifies what it is that all children need to learn and how this reflects their individual needs and offers appropriate challenge to help them make at least good progress	09/12/2022
focus professional development plans on improving staff's teaching skills that helps them to support children in building on what they already know and can do.	09/12/2022

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

- improve the supervision of staff to provide guidance and training that develops their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

## Setting details

<b>Unique reference number</b>	2660657
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10243911
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Henson, Hannah Elizabeth Alice
<b>Registered person unique reference number</b>	RP901030
<b>Telephone number</b>	07958 101234
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Lambs Clenchwarton registered in 2021. It operates for 38 weeks each year. Sessions are from 9am to 3pm, Monday to Friday, except for public holidays. There are six adults employed to work with the children. Of these, one holds an appropriate early years qualification at level 6, three at level 3 and one at level 2. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Topham

## 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 took that into account in their evaluation of the setting.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- Children spoke to the inspector about the activities they were doing.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with staff at appropriate times during the inspection.
- Parents spoke to the inspector about their views of the pre-school.
- A meeting was held between the inspector and the manager about the leadership and management of the pre-school.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of adults working in the pre-school.

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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