

Inspection of Little Lambs Day Nursery, Kirkby-In-Ashfield

Diamond Centre, Diamond Avenue, Kirkby-In-Ashfield, Nottingham,
Nottinghamshire NG17 7GQ

Inspection date: 26 July 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are supported well to develop their speech and language skills. They are becoming competent communicators. Younger children hear staff repeat and extend words so that they become familiar with new vocabulary, such as, 'Crunch, crunch, crunchy' when they eat their snack. Older children use the complex language they have learnt. They explain, 'It's erupting' when describing what is happening to a potion during a science experiment. Children concentrate for long periods of time listening to familiar stories that they self-select. Staff read these books in an exciting way to engage children and help them foster a love for reading.

Children enjoy sharing mealtimes with their friends. Staff provide opportunities for children to grow in independence during these times. Younger children learn how to safely drink from an open cup. Children take turns to serve themselves at lunchtime, which helps them to start recognising when they are full. They develop their social skills as they positively interact with each other. Staff role model good table manners as they sit and eat with children. They demonstrate to children how to use a spoon and fork. This teaches children the skills that they will need for their further education, and beyond.

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

- The manager and staff have carefully considered what they want children to learn as they move through the setting. Staff recognise that because of the COVID-19 pandemic, children may need more time to catch up on missed learning opportunities. They provide experiences for children that they may not get at home, such as sensory play and visits to the library. This helps to broaden children's learning and introduces them to new things.
- Staff provide real vegetables for children to play with and explore in the role play kitchen. Children develop their imaginations as they make broccoli soup with staff. They strengthen their finger muscles as they pull the florets from the broccoli stalk. This helps children work towards their next steps to develop their hand control and dexterity ready for writing.
- Children of all ages are learning to take care of their surroundings. Staff encourage children to tidy away their toys when they have finished using them. They use playful rhymes to reinforce this positive behaviour. Children sing, 'Choose it, use it, put it away' as they go about their activity. This helps to maintain a well organised play environment.
- Staff provide exciting activities for children which spark their curiosity in learning. They follow children's interests so that activities are meaningful. However, occasionally, staff do not sequence learning in the best way for children to know what to do and confidently progress in their learning. Children

sometimes appear confused because staff do not always explain and show children how things work, such as a pipette.

- Staff recognise that some children need additional help to manage their feelings and behaviours. They use some age-appropriate strategies to support this, such as a reward system to recognise acts of kindness and achievements. However, not all strategies are completely effective. Sometimes children do not respond as requested when they hear staff say 'no'.
- Staff provide opportunities for children to develop healthy lifestyles. After lunch, they create an environment for that is conducive of good rest. Children settle well for their afternoon naps. Staff make sure that children can play outside every day so that they are physically active.
- Parents speak highly of the setting and say that the communication between them is good. They report that they are involved in their children's progress reviews. This helps them know what their children are learning and how they can support this more at home.
- The manager provides opportunities for staff to continue their professional development. Staff complete relevant training that helps them fulfil their role. The manager provides opportunities for staff to take on extra responsibilities to progress in their career. This motivates staff and promotes their positive well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know the signs to look out for which may suggest a child is at risk of harm. They know what to do if they have a concern of this nature. The manager understands how to provide support for families and signpost them to relevant services that can help them when needed. Staff use risk assessments to make sure that all areas of the nursery are safe for children to play. For example, they tidy and clear up any potential tripping hazards throughout the day. The manager ensures the safer recruitment of staff. She confirms the ongoing suitability of staff to fulfil their roles.

What does the setting need to do to improve?

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

- ensure staff build on what children know and can do, so that children are supported in the best way to participate and make progress
- support staff to consistently implement effective behaviour management strategies.

Setting details

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| Unique reference number | 2564949 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10233498 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 6 |
| Total number of places | 37 |
| Number of children on roll | 39 |
| Name of registered person | Little Lambs Day Nursery Ltd |
| Registered person unique reference number | RP906468 |
| Telephone number | 01623232880 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Lambs Day Nursery, Kirkby-In-Ashfield, Nottinghamshire, registered in 2019. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager with a level 3 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Closing for one week at Christmas. The nursery provides funded early years education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a small group activity with the manager.
- The inspector spoke to three parent during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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