

# Inspection of Little Lambs Pre- School

Bethel Chapel, Hill Street, Wollescote, Stourbridge, West Midlands DY9 8TL

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Inspection date: 29 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are greeted warmly by the manager. They initially spend time with their key person, exploring their choice of play. Children separate from parents with ease and settle well before mixing with the rest of the group. They call staff 'auntie' and 'uncle'. Parents say, 'the nursery is like a family'. Children make lovely friendships with staff and their peers. For example, children take it in turns to throw balls into a hoop. Staff oversee children's play. They encourage children to take their time and wait for their peers to finish their go. Children are confident to follow instructions. Their behaviour is good. Children are stimulated and engaged in their learning. They are always busy. Children vote for the games they wish to take part in. Together with staff, they count the votes to find out the winning game. Staff encourage all children to join in with planned activities. They introduce visual props to enhance good listening during group times. For example, 'Lola the listening leopard' supports younger children's understanding of the rules. Children learn good listening, and sitting. Children are confident to manage their own self-care routines. For example, they wash their hands before snack time and confidently put on their shoes after physical exercise. Children self-register their attendance to the snack table and make their hunger and thirst needs known. Staff serve children their snack. Children are extremely polite. They say 'please' and 'thank you'.

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

- The manager is extremely passionate about the service she provides. She is confident in identifying areas of priority and what staff have done to drive improvements for children. For example, the manager conducts regular staff meetings. Together, they identified concerns for communication, language and literacy. Therefore, the manager has invested in communication tools to benefit all children's needs, including those who speak English as an additional language.
- The manager has robust procedures to ensure that staff are deemed suitable to work with children. This includes making sure they have the skills they need to positively impact the children who attend. For example, the manager has employed a member of staff who has a wealth of experience in a specialist language unit. Her knowledge has positively upskilled staff and enhanced language outcomes for children.
- Parents are extremely happy. They say, 'the aunties go above and beyond'. Staff create a wealth of opportunities to communicate with parents, for example face to face, online and at parents' evenings. Parents know how to enhance their children's learning at home and the specific targets staff are working on with their children. Children make good progress from their starting points.
- Children benefit from staff who place a strong emphasis on planning a routine

where children get fresh air and engage in regular physical exercise. Staff teach children to move safely and with control. For example, children engage in the 'traffic light' game where colours are signals to stop and start physical movements. Children are confident to move in a variety of ways. They develop good large-muscle skills.

- Children have a secure routine. Staff purposefully plan the day to meet the needs of all children, including those children with special educational needs and/or disabilities (SEND). For example, after physical exercise, children take part in a cool-down session before engaging in a story. This helps children to regulate their emotions. This means children are calm and ready to learn. When children are not developmentally ready for large amounts of sitting, staff carefully review their routine.
- Managers and staff have devised their own curriculum based on what children need to learn. They have researched what local schools do and liaised effectively with the local authority team to understand their curriculum for SEND. As a result, planning is highly comprehensive and designed to guide children's learning. However, how staff implement the planning is not always consistent. For example, at times, staff complete tasks for children to ensure they get the desired outcome rather than supporting children's independence and ideas. Furthermore, staff do not consistently seek to understand what children know. This can hinder children's developing vocabulary and understanding of the subjects taught.

## Safeguarding

The arrangements for safeguarding are effective.

Managers, staff and students have secure knowledge of safeguarding procedures. They understand policies well. On induction, new staff and students discuss safeguarding issues and child protection procedures to ensure safeguarding is everyone's responsibility. They are confident of the correct procedures to follow should they have concerns about a member of staff. Staff know the different types of abuse and key indicators for concern. Managers work effectively with parents to ensure the best possible standards for children's attendance. They have effective systems to monitor children's absences. Staff meet regularly to discuss children's needs. They identify those families who may benefit from early help interventions.

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

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

- review staff practice and involvement to ensure staff consistently promote children's independence skills during activities
- extend children's vocabulary and understanding through effective questioning to find out about children's ideas and what they know.

## Setting details

<b>Unique reference number</b>	EY225918
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10116463
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Bethel Chapel Trust
<b>Registered person unique reference number</b>	RP520462
<b>Telephone number</b>	01384 892137
<b>Date of previous inspection</b>	15 September 2015

## Information about this early years setting

Little Lambs Pre-School registered in 1991. The pre-school employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 to level 5, one at level 2 and two who hold qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am, and 12.30pm until 3.30pm. The pre-school offers a six hour session for those children in receipt of 30 hours funding. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities and those who speak English as an additional language.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.
- The views of parents were considered by the inspector, through verbal discussions and emails.

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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