

Inspection of Marys Little Lambs Cudworth

Barnsley M B C, Centre of Excellence, Robert Street, Cudworth, BARNSLEY S72
8UQ

Inspection date: 24 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are well behaved, happy and settled. They understand the routines of the setting and are comfortable with them. Children learn to respect others as they learn to share and take turns. A practitioner is nearby should children need extra support in dealing with their feelings. This helps children to develop the confidence they need to talk about and share how they feel. Children enjoy expressing themselves through art. They collect autumn leaves, talk about their shape and colour, and use them to create a picture.

Children find the outdoor learning environment interesting and love being outside. They enjoy a varied range of play and learning opportunities. A group of children become involved in playing out one of their favourite stories, 'Going on a Bear Hunt'. Their imagination runs free as they run around and stomp through pretend snowstorms and mud. Practitioners are as enthusiastic and energetic as the children. They narrate the story and ask questions about what happens next. This keeps children engaged. Their enjoyment is obvious as they tell anyone who is watching that they are hunting a bear.

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

- Leaders and managers have an educational programme that is well planned. It takes account of children's individual interests and abilities. This helps to keep children motivated, interested and active learners.
- Practitioners are well qualified and experienced, with a wide range of teaching strategies. They use their skills to develop and extend children's communication and language skills. All children make good progress in communication and language.
- Partnerships with parents are well established. Practitioners gather information about children's abilities and interests before their placement begins. This helps them to be well prepared for children when they start.
- Practitioners know what children can and cannot do. They make good use of this knowledge to plan for children's individual learning needs. Practitioners also use this knowledge to get any extra support children may need. As a result, all children make good progress.
- Children's love of books and stories is further promoted by the lending of books to parents. Practitioners also encourage parents to join the library in the same building. Practitioners ask parents to share stories with their children at home. This supports children's interest in books and their understanding that words have meaning.
- Children learn to be independent and to follow good hygiene practices. For example, they go to the toilet on their own and wash their hands after toileting and before eating. If they want to go outside, they find their own coats. They

learn how to put them on and fasten them.

- Children learn about taking care of themselves. They learn the importance of brushing their teeth and healthy eating. They plant and tend strawberries and lettuce to use in their meals and snacks.
- Children enjoy listening to stories. Practitioners retell children's favourite stories in their own words. They leave gaps for children to fill in. Children use their own words to show how well they have listened and understood the story. This is one way they help children become confident communicators.
- Children learn about those who help us, such as firefighters. They act out scenes, putting out fires and saving the occupants. Practitioners join them and ask questions about what is happening. This supports children's interest and their understanding of what is happening around them.
- Children are learning letters and sounds and to recognise their own name. This helps to prepare children to register their own attendance, in readiness for school.
- Practitioners work with children in small groups, with a focus on communication and language. On the whole, children enjoy participating in these groups. However, the groups run at the same time and are occasionally quite loud. Consequently, some children become distracted and lose their concentration.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners of all levels know and understand the safeguarding procedures. They are confident that they will take the necessary steps should they feel a child is at risk of abuse or neglect. Practitioners are regularly quizzed about safeguarding and child protection to ensure their knowledge is up to date. They are clear about the different roles and responsibilities of the local authority designated officer and social care. Practitioners are aware of the 'Prevent' duty guidance and other aspects of child protection, such as county lines, domestic violence and female genital mutilation.

What does the setting need to do to improve?

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

- review the use of focus groups so that children are not distracted and get the full benefit of their involvement.

Setting details

Unique reference number	2636159
Local authority	Barnsley
Inspection number	10259240
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	53
Name of registered person	Marys Little Lambs Childcare Limited
Registered person unique reference number	2636158
Telephone number	01226 715078
Date of previous inspection	Not applicable

Information about this early years setting

Marys Little Lambs Cudworth registered in 2021 and is situated in Cudworth, near Barnsley. There are eight members of staff who work directly with the children. Of these, one member of staff holds a qualification at level 6, and four hold appropriate childcare qualifications at level 3. The nursery operates term time only, from 7.45am to 5pm, Monday to Thursday, and from 7.45am to 4pm on Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
June Rice

Inspection activities

- This is 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 provider.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The manager and practitioners understand their learning programme and what they want children to learn.
- The manager discussed the intended outcome for children in a planned activity.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners working in the setting.
- The inspector spoke with children and parents and took account of their views.

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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