

Inspection of Little Lambs Childcare

Little Lambs Nursery, Valley House, Tatenhill Common, Rangemore, Burton-on-trent DE13 9RS

Inspection date: 24 January 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in practice have a negative impact on children's health and safety. Children's experiences vary from room to room because the manager does not fully monitor staff performance. For example, pre-school children practise key skills that help to prepare them for the next stage in their learning. However, there is less emphasis on establishing these skills for younger children. This does not help children to fulfil their potential.

Despite this, children demonstrate positive attitudes towards their learning. They show perseverance in their play and respond positively when faced with difficult challenges. For instance, babies try hard to balance spaghetti on a spoon. They practise their hand-to-eye coordination as they tip the pasta into a bowl. Pre-school children vocalise their ideas to understand how to fit a large piece of paper into a small envelope. Toddlers develop dexterity as they carefully place interlocking pieces together to make a structure. They say, 'that way, that way,' to guide their movements. This shows children feel secure within the environment to express their ideas and problem solve.

Overall, staff care about children. They celebrate children's achievements. For example, when children learn to write their own name and confidently identify the letters and sounds they hear, they receive a 'high five,' alongside verbal praise for their efforts. This promotes children's self-esteem and positively contributes towards their happiness.

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

- Children's health and safety cannot be assured because there are weaknesses in their supervision. For example, staff do not pay enough attention to all children when assisting the needs of others. As a result, staff do not notice when children wander off and walk up a full flight of stairs without being supervised. This means children are at significant risk of injury.
- In addition to the impact of the COVID-19 pandemic, there have been significant changes in the staff structure. As a result, staff do not consistently receive the professional development opportunities, support or training they need to enable them to deliver the best possible outcomes for children. For example, staff who directly work with babies have not attended the required training that specifically addresses the care needs of babies. However, although this is a requirement, the impact on the level of care babies receive is minimal as the member of staff in charge of the baby room has several years' experience of working with babies and younger children.
- The manager shows a willingness to improve. For example, she works with local authority coordinators to discuss updates in legislation, and she reads relevant

reports to identify what good practice looks like. Although the manager has started to make some changes to benefit children, she identifies that she has not yet had the time to fully embed all areas of improvement. As a result, there are weaknesses in practice.

- Staff know children well. They use observations and assessments to identify some beneficial areas of learning, including activities that focus on gaps in children's development. However, younger children do not have as many opportunities to develop their independence and try to do things for themselves. For example, staff do not encourage them to try to use utensils correctly when eating.
- Children's experiences link to the familiar stories they enjoy listening to. For instance, pre-school children engage in a two-way conversation about a 'potato who is super.' They make a secure connection between the characters in the story, such as 'evil pea', and the benefits of healthy eating. This helps them to exercise their ideas and develop positive relationships with food. Although younger children listen to stories, they are not encouraged to be fully involved. Staff read stories quickly and do not always respond positively when children ask questions.
- Children and babies regularly hear new words to enhance their vocabulary. For example, staff describe the spaghetti as 'sticky.' This encourages babies to repeat the word. Additionally, pre-school children use previously taught language to enhance their conversations during group activities. This shows children absorb new language.
- When babies cannot participate in outdoor learning, staff explore other ways to promote their physical development. For example, they engage in soft play activities where they crawl, step and balance. They practise moving their bodies in a variety of ways. This helps to strengthen babies' muscles ready for the next stage in their development.
- Staff seek the views of parents to help children to settle. Parents positively comment on the assessments they receive from their key persons to enhance their children's learning at home. They express the benefits of the 'stay-and-play sessions' staff organise, such as the 'Christmas craft session,' where parents can further discuss their children's progress.
- Staff work in partnership with teachers to support children's transitions to school. For example, teachers visit the setting to discuss children's progress. Staff show children pictures of their new teachers. This helps children to become familiar with new people and promotes their confidence.

Safeguarding

The arrangements for safeguarding are not effective.

The premises are suitable and the resources and equipment meet the needs of the children attending. However, ineffective supervision and staff training compromises children's health and safety. Despite this, staff know the correct procedures to follow should they have concerns about a child's welfare and how to report an allegation. The manager and staff understand the signs and symptoms that might

indicate a child is at risk of neglect or abuse, including changes in children's behaviour and bruises on a non-mobile baby. They are mindful of the impact abuse and trauma can have on children's emotional development. They work well with other professionals to further promote children's welfare.

What does the setting need to do to improve?

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

	Due date
improve staff deployment to ensure that children are adequately supervised at all time, especially when accessing the stairs	07/02/2023
support staff to undertake training and professional development opportunities to ensure they fully understand their roles and responsibilities and offer children quality learning and development experiences	07/02/2023
provide training for at least half of all staff working with babies that specifically addresses the care of babies.	21/02/2023

Setting details

Unique reference number	2616297
Local authority	Staffordshire
Inspection number	10265349
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	41
Name of registered person	C E Barker Ltd
Registered person unique reference number	RP532523
Telephone number	01283 713906
Date of previous inspection	Not applicable

Information about this early years setting

Little Lambs Childcare re-registered in December 2020. The nursery employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- One parent shared their views of the setting with the inspector via telephone.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023