

# Inspection of Baby Lambs Day Nursery

322 Lee High Road, London SE13 5PJ

---

Inspection date: 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Staff are caring, nurturing and kind. This helps children to settle in quickly, ready for their learning. Children are familiar with the routines and take their shoes off as they enter their learning environment. Staff ask children how they are feeling. This helps children to feel safe and secure. Older children excitedly enjoy counting in different languages. They confidently name the different countries that the flags represent. Children also say 'hello' in different languages.

Staff use their in-depth knowledge of their key children to work collaboratively with managers and colleagues to construct a curriculum that is engaging and motivating. For example, children benefit from staff supporting their self-regulation and communication and language skills. They provide opportunities for children to learn about their emotions. This supports children to express their feelings effectively and share well with their friends.

Staff encourage children to think critically and explore different materials. Children share their predictions when experimenting with ice. They discuss how ice is 'freezing cold' and melts over time. After lunch, children enjoy story time. They listen attentively to the story and can retell the events in the story confidently.

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

- Staff plan a curriculum that enables children to develop a strong understanding of healthy eating. Staff also ensure that children's knowledge of oral health and hygiene is exceptional. Children excitedly discuss the different food and drinks that are damaging to their teeth. Children share their experiences of their visit to the dentist. Children enjoy exploring books about dental hygiene and discuss the importance of keeping their gums and teeth healthy.
- Staff have a good knowledge of their key children. They use this knowledge to support each child to practise skills and knowledge to help them to meet their next steps in learning. They do this by planning activities that enable children to build on what they already know and are secure in. Staff ensure that they give daily feedback to their key children's parents. They also share what their key children need to learn next with the parents each month.
- Managers provide opportunities for staff to develop their knowledge and skills continuously and consistently, such as by providing weekly staff training. Managers also enable staff to access additional training, such as autism awareness and other early years training through the local authority.
- Managers have established good partnerships with the local authority's early years advisory team and the inclusion team. They seek support from these external professionals to support staff's development and enhance the learning environment.

- Parents speak positively about staff and the learning environment. They are happy with the level of communication and feedback that they receive from their child's key person. Parents are particularly impressed with their children's language and communication development.
- Staff model good behaviour and consistently reinforce high expectations of behaviour from children. They refer to the golden rules to remind children about the behaviour that is expected from them. This helps children to self-regulate and treat others with respect and kindness.
- Staff celebrate diversity through the curriculum. Staff ensure that children access a wide range of books that represent different cultures. This supports children to feel proud of their background and identity. All staff, children and parents enjoy exploring different cultural dishes, clothes and festivals as part of 'cultural day'.
- Overall, children demonstrate the ability to independently access resources and activities and take a lead in their learning. However, at times, staff do not maximise opportunities for children to further develop their independence skills consistently.
- Managers act on feedback from staff and parents. They regularly carry out self-evaluation. Collectively, managers and staff reflect on the provision to enhance the opportunities for children.
- Generally, staff plan activities to support most children to develop their gross motor skills in the garden area. However, most children can effortlessly and confidently access the activities and are ready to move on. Staff have not fully thought about how to continue to find ways for children to develop their physical skills even further.

## Safeguarding

The arrangements for safeguarding are effective.

Managers support all staff to have a good knowledge of how to keep children safe. Staff understand the importance of reporting any concerns to the designated safeguarding lead. All staff have completed mandatory safeguarding and paediatric first-aid training. The manager ensures that staff continue to maintain a good knowledge of keeping children safe, such as by providing safeguarding quizzes once a week during staff training. They also explore specific safeguarding themes once a week to ensure that staff can confidently address and deal with any concerns they may have. The provider carries out robust staff suitability checks. Managers and staff carry out daily risk assessments and audits of the different learning environments and resources to make sure that children can play and learn safely.

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

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

- maximise opportunities for children to consistently develop their independence skills, such as through daily routines
- continue to develop ways for children to build on their physical skills even further.

## Setting details

<b>Unique reference number</b>	EY312247
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10301180
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Forbs Limited
<b>Registered person unique reference number</b>	RP909791
<b>Telephone number</b>	020 8244 4349
<b>Date of previous inspection</b>	19 January 2018

## Information about this early years setting

Baby Lambs Day Nursery registered in 2003 and re-registered under new ownership in 2005. The nursery is situated in Lee, in the London Borough of Lewisham. It is open all year round from 8am to 6pm, Monday to Friday. The nursery is in receipt of funding to provide early education for children aged two, three and four years. It employs 13 members of staff, all of whom hold relevant early years qualifications ranging from level 1 to level 6. The manager has a degree in childcare.

## Information about this inspection

### Inspector

Honufa Begum

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector observed the interactions between staff and children.
- The manager and the inspector went on a learning walk of different areas of the nursery.
- Parents, staff and children shared their views of the nursery with the inspector.
- The inspector held a leadership and management meeting with the manager and provider.
- The inspector observed lunchtime and snack-time routines.
- A sample of policies, procedures and relevant documentation were evaluated by the inspector.
- A joint observation of an activity was undertaken by the inspector with the manager.
- The inspector observed the indoor and outdoor provision.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023