

# Inspection of Little Lambs Ltd

St Mary's Parish Rooms, 201 High Road, LOUGHTON, Essex IG10 1BB

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Inspection date: 10 November 2023

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

### The provision is good

Children are happy and excited to enter the setting on arrival. The staff team places a strong emphasis on building children's self-confidence. Staff are positive role models and children have developed respectful relationships with their peers. Children run to seek out their friends and choose their favourite activities. Staff incorporate children's interests into the learning environment. They guide children to listen to instructions and engage in conversations with others.

Staff provide a well-balanced curriculum that meets the needs of all children. They encourage children to engage in high-quality learning experiences. Children show a strong desire to learn. Staff teach them about the natural world as they play in the forest garden. Children look after the nursery ducks, learning how to care for living things. They plant seeds, water them and watch them grow. Children skilfully make sandcastles, using their fine motor skills. They delight in finding treasures buried in the sand.

Children learn to manage their emotions and behaviour well. Staff teach the children respect and tolerance in a calm and respectful way. Children share space and take turns during playtime. They sit and listen during group time and use their language skills to join in conversations.

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

- Managers lead a highly qualified and enthusiastic team in implementing an effective curriculum. Children want to learn and they are immersed in their play. They enjoy interesting topics, such as farm life, and learn to name all the animals. Children explore numbers, selecting items to the value of five. They practise their hand-to-eye coordination skills, using scissors and glue sticks to create crafts.
- Staff plan learning opportunities using their knowledge of children's starting points. Children learn new songs and sing them loudly, practising for a Christmas play. They listen to staff intently, focusing on what they are saying. Children join in adult-led activities, showing a love of stories and rhymes. Occasionally, staff do not give children time to respond to questions and think through their ideas.
- Staff follow regular routines that help to support children to know what will happen next. Children have the space they need to fully engage in play-based learning. They enjoy snack time, where they talk about the long breadstick or the round biscuit. Children wash their hands before mealtimes and manage their personal hygiene very well. Staff encourage them to choose the healthy fruit option and discuss how it is good for their bodies.
- Transitions are well managed between home and the setting. Sessions are flexible to meet the needs of children and families. Staff support children

through a highly successful key-person approach. Children settle in well and are happy and secure in the setting. Staff establish strong partnerships with teachers at local schools. This helps children to make the transition from the setting to school successfully.

- Children with special educational needs and/or disabilities are supported well. Staff have high expectations of the children. They liaise with external agencies and families to create individual learning plans. Children access high-quality learning experiences and make clear progress in their development.
- Parents speak highly about the setting. They feel included as part of the setting's community. Parents value the daily discussions with their child's key person. They discuss their children's development and learn how to support this at home. Parents say they enjoy celebrating special events such as Christmas plays and 'leaving' assemblies. They also enjoy helping with fundraising events to improve the facilities at the setting.
- Leadership in the setting is strong. Managers observe staff and hold regular supervision meetings with them. They have a culture of staff development which is firmly embedded in the setting. Staff undertake training to strengthen the teaching approach across the setting. This has a positive impact on children's overall development.
- Managers are aware of the needs of local families and children. They are passionate about the service they provide to their local community. Staff welcome a diverse range of families into the setting and support them all. Children learn to celebrate their differences and similarities, and develop a sense of self-worth.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to protect children from harm and keep them safe. They recognise the signs that may indicate a child is at risk of harm. Furthermore, they know the steps to follow to report any concerns about a child's welfare. Managers ensure that all staff's safeguarding training is up to date. Staff understand safeguarding issues, such as 'Prevent' duty, and their safeguarding knowledge is secure. Managers seek advice and support from external agencies when needed. This ensures children and families have access to support when they need it. Monitoring systems are in place to ensure the setting is secure and children are safe.

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

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

- allow children enough time to think and respond to questions asked, to support their thinking, communication and language skills.

## Setting details

<b>Unique reference number</b>	EY379912
<b>Local authority</b>	Essex
<b>Inspection number</b>	10301008
<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>	35
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Little Lambs Limited
<b>Registered person unique reference number</b>	RP903115
<b>Telephone number</b>	0208 5023893
<b>Date of previous inspection</b>	15 January 2018

## Information about this early years setting

Little Lambs Ltd registered in 2008. The setting employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday, during term time only. Sessions are from 9.15am to 2.45pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Cranny

## Inspection activities

- This was the first routine inspection the provider 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 inspector completed a learning walk with the manager and discussed the intent of the curriculum and the organisation of the setting.
- The manager and inspector carried out a joint observation of an activity.
- The inspector spent time in rooms observing the quality of education and teaching.
- Staff, children and parents talked to the inspector.
- The inspector viewed documentation, including evidence of the suitability of staff.
- The management team held a meeting with the inspector.

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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