

Inspection of Little Lambs Preschool

Garrod House, Manby Park, Manby, Louth LN11 8UT

Inspection date: 11 December 2023

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 benefit from staff following the same care routines that they receive at home, such as sleep patterns. This contributes to children feeling secure in staff's care. Children follow rules and routines that are embedded by staff. For example, when staff shake bells, children stop what they are doing, put their hands on their heads and wait for staff's instructions. This includes staff asking children to help tidy away toys. During nappy-changing times, children are supported by staff to develop their speaking skills and to form positive relationships with staff. For example, staff sing songs with children and talk to them about what they are doing.

Children enjoy looking at books with staff. In the under-twos room, they help to lift flaps on the pages and copy sounds that staff make. For example, children enthusiastically copy the sound of a bird, showing excitement to be involved in the story telling. Outdoors, children in the preschool room show their imagination. They mix soil and water together, pretending to make hot chocolate with cream. Staff enhance their play, and children smile with delight when staff give them real cream to use. This contributes to children developing the strength in their fingers when they press the button to get cream out of a canister. Children learn how they can keep themselves safe. For example, the manager and staff arrange for police officers to talk to children about how they are there to help them.

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

- Staff plan a curriculum that helps children to develop knowledge and skills in preparation for future learning. This includes helping to close gaps in some children's communication and language skills that arose following the COVID-19 pandemic restrictions. For example, staff ask children a range of questions, encouraging their thinking skills. They introduce new words that help children to extend their vocabulary, such as 'aubergine'.
- The manager uses additional funding that some children receive to increase the staff-to-child ratios. This enables staff to provide more targeted, one-to-one support with children's learning. Staff identify how to support their key children with their development. However, this information is not always shared fully across the staff team in the preschool room. At times, during small planned activities, some staff do not recognise how best to help some children with their learning. Therefore, sometimes, children do not make the most progress of which they are capable.
- The manager and staff reflect on the experiences they offer children and make changes to improve outcomes for them. For example, staff reduce the height of some chairs that the children in the under-twos room use at mealtimes. This is to ensure that mealtimes are a sociable occasion where all children can sit

together to eat.

- Staff promote positive behaviour. For example, they play games with children to encourage them to share. Staff remind children to take it in turns to speak, encouraging them to listen to the views of others. However, occasionally, during small-group times in the preschool room, staff do not adapt their interactions with children to ensure that they are all encouraged to take part. This is needed to help ensure that they get the most from the learning offered.
- The manager and provider support staff well. This includes staff extending their professional development. For example, they attend training courses to learn about how to support children under the age of two years. This includes extending staff's knowledge of how to promote bottle-feeding and self-care skills when children begin to eat food.
- Children with special educational needs and/or disabilities are supported well. For example, staff identify specific targets to help children progress in their learning. They work with other professionals to identify strategies to support children's individual needs.
- Staff provide plenty of opportunities for children to be physically active in their play. For example, in the under-twos room, children are supported by staff to hold onto push-along toys to help extend their balance and coordination when they begin to walk. Outside, children in the preschool room are challenged by staff to manage risks when they ride on scooters and ask to go over ramps.
- Parents provide positive comments about the preschool. They say that staff are patient, kind and caring and understand how to settle children. Parents appreciate the support they receive from staff to help support their children's speaking skills at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff's knowledge of safeguarding is current. For example, staff answer questions on cards, which helps them to reflect on how to identify children who may be at risk of harm or abuse. The manager and staff know where to report any concerns they may have regarding children's safety. The manager and staff maintain a safe environment. Doors are securely fastened to stop other people from having access to children. The manager completes safer sleep training and speaks to staff about how they can promote children's safety when they sleep.

What does the setting need to do to improve?

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

- help staff to develop their interactions with children during small-group times in the preschool room to ensure that all children are encouraged to take part

- strengthen the sharing of information between children's key person and other staff in the preschool room, so that children's learning and development are further supported.

Setting details

Unique reference number	2647867
Local authority	Lincolnshire
Inspection number	10300921
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	57
Name of registered person	Axton, Kathryn Elizabeth
Registered person unique reference number	RP513469
Telephone number	01507 327529
Date of previous inspection	Not applicable

Information about this early years setting

Little Lambs Preschool re-registered in 2021 and is situated in Manby, Lincolnshire. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 10 at level 3, one at level five, one at level 6 and two with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider had 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 the evaluation of the provider.
- The provider, manager and inspector completed a learning walk together of all areas of the preschool and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the preschool.
- Parents shared their views on the preschool 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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