

# Little Lambs Pre-school

Inspection report for early years provision

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**Unique reference number** EY385454  
**Inspection date** 04/05/2009  
**Inspector** Sharon Waterfall

**Setting address** Middlesykes Lane, Grimoldby, Nr Louth, Linc's, LN11 8TE

**Telephone number** 07783 249245

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Little Lambs Pre-school has been registered since 2008 and is privately run by the manager. The setting operates from a converted workshop in the grounds of a private home in Grimoldby, near Louth, Lincolnshire and serves the local area. The children have access to one main care room and a toilet area. There is also a small enclosed garden for outdoor play.

It is registered on the Early Years Register to care for a maximum of 16 children aged from 2 to under 5 years, there are currently nine children on roll. The pre-school opens on weekdays from 08.00 to 18.00 throughout the year except for bank holidays and during the Christmas school holidays. Children attend for a variety of sessions. The pre-school is currently applying for funding for nursery age children.

There are currently three staff that work with the children, of which two hold relevant childcare qualifications. The pre-school receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The nursery has not been open long and staff are developing their knowledge of how to implement the requirements of the Early Years Foundation Stage (EYFS). The realistic self-evaluation has enabled the staff to begin to implement ideas and improvements that are beneficial to the children. The capacity for continual improvement is strong with both short and long term plans in place. Partnerships with parents are becoming established and information is shared that enables children's individual care needs to be met.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff have an up-to-date understanding of safeguarding children issues
- make recruitment procedures regarding staff suitability more robust by obtaining evidence from references
- plan activities that help children to build on prior learning, that moves their learning on and challenges and extends their thinking
- use the information gathered through observation and assessment to identify learning priorities and plan the next steps in a child's developmental progress ensuring parents are involved.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with 30/06/2009

the child; and who has parental responsibility for the child (Safeguarding and welfare)

- make a record of risk assessments including outings clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

30/06/2009

## **The leadership and management of the early years provision**

The owner works hands on within the nursery as the manager and has a very strong perception of what she wants the setting to offer to children. The capacity for continual improvement focuses on both short and long-term plans that will enhance the provision for children and are identified through on-going evaluation processes. These include staff training, establishing relationships with parents and implementing EYFS requirements, also seeking funding for improvements to the provision such as the outdoor area. Guidance is sought from local authority advisory agencies and the advice is implemented quickly demonstrating a commitment to further improvement.

Overall children's welfare is adequately safeguarded. Knowledge regarding child protection issues is appropriate to follow correct referral procedures though not all information is up to date with current requirements. Practical procedures support children's safety; for example, an alarm signals when visitors enter or leave the site, with closed circuit television on the outdoor area ensuring the site is secure. A missing child procedure is in place and staff ratio's are above the minimum requirement. However, the written risk assessment records have not been completed, dated or reviewed and consequently may impact on the overall effectiveness of those procedures. Staff have undergone correct vetting procedures, though recruitment procedures have not included obtaining previous employment references.

Children are encouraged to become independent in their social and self-care needs and staff respond well to ensuring their individual care needs are immediately met. Each child is included as key persons observe and support children during their play. Relationships with parents are being developed, they receive a wide range of important information about the setting in the form of a 'Welcome Pack' including relevant policies and procedures. Settling in procedures relate directly to the families requirements and parents state that they feel welcome and relaxed in the setting. An 'All About Me' booklet has been devised to gain more information from parents about children's development capabilities as current information is more relevant to care needs only. Planning and information regarding children's activities are clearly displayed but parents are not yet involved in assessment procedures. Specific information has not been obtained regarding parental responsibility.

## **The quality and standards of the early years provision**

Children benefit from an extremely warm and caring staff who actively support the homely environment ethos. They play directly with the children, engaging them in a range of age and stage appropriate activities throughout the session. Outdoor play is available daily with use of a small enclosed play area, that offers a complimentary range of opportunities to those provided inside. The nursery also use the rural countryside that surrounds them to enhance children's learning about the world by going on regular walks and exploring and observing the environment. Knowledge and understanding of the world is a strong area of learning within the setting with children being involved in planting and growing a range of foods including fruit, herbs and vegetables. They are learning about where food comes from, discuss healthy diets and explore a varying range of tastes and flavours. In addition, they have grown seasonal flowers and supported by their nature walks and observation of the daily weather, the children are becoming aware of the importance of seasonal changes on their own lives. Positive attitudes to those who help us are being developed by the children as they become familiar with people's roles such as community police officers. They enjoyed trying on hats, recording their finger prints and taking turns on ride-on police cars during a visit to the setting.

Staff undertake regular observations of children's achievements and are beginning to record these on assessment charts to identify children's current capabilities. The systems are not yet developed enough for all children to provide information that enables staff to plan their individual next steps. Staff also record from their observations what children's current interests are and then provide key experiences that lead on from them, for example, some children show interest in ice cream and an activity is provided that enables the children to explore the properties of ice. Children are enabled to use their imaginations and the ethos of the setting is to provide children with a range of resources that hold limitless possibilities such as the large cardboard box that becomes a car or a house and a bedside cabinet that is an oven or a fridge. However, at times staff are cautious of planning adult-led activities particularly within role-play that will build on what children already know, possibly limiting children's ability to express their ideas and initiate extended learning.

Early mark making opportunities are supplied throughout the areas of learning supporting a more holistic learning experience. For example, the children enjoy chalking inside and out, use diaries in the role play area, make patterns with wheels in the play dough and discover their foot prints on the carpet from the flour they have been using. They hear and see a variety of sounds and prints that support their listening and pre reading skills. They can distinguish the tidy up music from the music that has been playing throughout the session, enjoy the musical instruments, listen to stories and rhyming strings in songs. The computer has a range of age appropriate software that covers a variety of learning areas. The children are building happy and secure relationships and are beginning to gain a sense of belonging as they self register in the mornings and sing a welcome song.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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