



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY225918

DfES Number: 521361

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Jackie Nation

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Lambs Pre- School
Setting Address Bethel Chapel
Hill Street, Wollescote
Stourbridge
West Midlands
DY9 8TL

REGISTERED PROVIDER DETAILS

Name The Committee of Little Lambs Pre- School 1001260

ORGANISATION DETAILS

Name Little Lambs Pre- School
Address Hill Street
Lye
Stourbridge
West Midlands
DY9 8TL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Lambs Pre-School Centre opened in 1991. It operates from a purpose built Early Years Centre in the Bethel Chapel, in Wollescote, near Stourbridge. The group serves the local and wider community.

There are currently 57 children from 2 to 5 years on roll. It is the policy of the group to accept children from age two and a half. This includes 38 funded three-year-olds and 11 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports 5 children with special educational needs. Currently there are no children attending who speak English as an additional language.

The group opens 5 days a week term times only. Sessions are from 09:00 until 11:30 and 12:30 until 15:00.

Three full time staff and four part time staff work with the children. Five staff have early years qualifications. Two staff have an NNEB qualification, two have an NVQ Level 3 qualification and one is a qualified teacher. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Lambs Pre-School Centre provides good quality care for children.

Staff provide a welcoming environment by greeting children and parents on arrival and preparing rooms before children arrive. There are good displays of children's work and colourful posters at children's eye level. The premises are safe, secure with well organised space, used appropriately to promote children's development. Relevant policies and procedures are in place, records are well organised and securely stored.

Positive steps are taken to promote safety and there are good procedures in place to ensure the safe arrival and collection of children. Staff actively promote good

self-care skills and have established routines with children to encourage them to learn about their health and hygiene. Healthy snacks are provided and children can help themselves to water throughout the session. Staff are committed to inclusion and have a positive attitude to caring for children with special needs. Children's individuality is acknowledged and children are treated with equal concern. Staff hold high expectations of children's behaviour and they praise and re-inforce good behaviour by encouraging sharing and negotiation. Behaviour issues are dealt with sensitively and take into account a child's level of understanding.

A very good range of safe, well maintained toys and equipment are provided. Children make decisions about their play and enjoy the interesting and challenging activities provided for them. They explore a range of materials, play imaginatively and are creative. Children enjoy outside play and join in games with enthusiasm.

Partnership with parents is good, however parents are not currently informed regarding the routine of saying prayers before snack time. Staff take time to talk to parents daily and they receive good information about the setting prior to admission, this includes policy information, information about topics and recording procedures.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the last inspection.

What is being done well?

- Staff care for children in a warm and welcoming child centred environment. Space is organised effectively and creatively with children's art work displayed. There is good access to outside play and children enjoy the range of activities provided for them.
- Staffing interaction with the children is very good. Staff help children develop confidence and independence in a secure environment. Staff know the children well, they are interested in what they are doing, play at their level and chat to them. Children are confident and settled, they relate well to staff and their peers.
- Children play co-operatively in small groups or individually, they move freely around the activities and make choices about their play. Children's learning is well supported by staff who provide a wide range of interesting and challenging activities.
- Staff encourage independence and self-care skills. Good behaviour is valued and staff encourage children to share, take turns and have consideration of others.
- Staff welcome parents into the setting and there is a two-way flow of information. Staff share information with parents through informal and formal ways methods. Clear arrangements and agreements are in place regarding children's care and their progress.

An aspect of outstanding practice:

Staff create a warm and caring child centred environment where children take part in purposeful play. Effective planning ensures children make good progress in their play and learning to allow them every opportunity to develop to their full potential.

What needs to be improved?

- the information given to parents about the children saying a prayer before snack time.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure parents are informed about children's involvement in all daily routines.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Lambs Pre-School Centre provides very good quality nursery education which helps children make very good progress towards all the early learning goals.

The quality of teaching is very good and staff ensure that children are well supported across all areas of learning and play. Staff have a secure knowledge of the foundation stage and a good awareness of how children develop and learn. They provide children with opportunities to extend learning through one to one support and group play situations. Staff challenge children well by effective intervention and questions to extend their vocabulary and understanding. They organise the routine well and allow a balance of both adult-led and child initiated learning to take place. A very good range of resources are used to create a stimulating and exciting child centred environment.

Assessments of children's learning are systematic and staff make good use of observations and evaluations to identify the next steps in children's learning, helping children to move forward at a pace suitable to their individual needs.

Leadership and management is very good. The staff team is well organised and committed to providing high quality of care and education for all children. Staff have regular opportunities to improve personal development through training and there is a commitment to build on existing good practice. Managers and staff regularly evaluate curriculum plans and include outcomes in future plans. They recognise their own areas for improvement, for example providing additional resources in the book area for children to take home to support their learning.

Partnership with parents is very good and parents are encouraged to be involved in their child's learning. Good quality written information is given to parents about the provision and the foundation stage curriculum. The key worker ensures children's individual needs are met. Parents are well informed about their child's progress and attainment.

What is being done well?

- Children are interested in all activities and motivated to learn. They are able to initiate their own play and choose from a wide range of toys and resources.
- Children are confident speakers and listeners. They talk freely expressing ideas and feelings and use language to explore real and imagined experiences and for fun. They sit and concentrate well during circle and story times.
- The outside play space and local area are used very well and children have very good opportunities to learn about the environment and identify features

of where they live, and the natural world. They explore natural materials and look at how things grow and change.

- Children play imaginatively together and enjoy taking part in role play which is well supported with a very good range of resources which encourage children to use their imagination and act out familiar experiences.
- The manager and staff are totally committed to providing a high standard of care and education for the children. Staff work well as a team, providing very good role models. They are continually looking for ways to improve and for new ideas for stimulating activities and experiences for the children to take part in.
- There are very good links between parents and staff. Parents are kept informed of their child's progress and encouraged to continue their child's learning at home.

What needs to be improved?

- the range of resources for children to take home and share with parents.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. They have evaluated the effectiveness of planning and assessment to ensure that it is a useful tool to support children's learning. As a result, planning and assessment is reviewed as a team and each member of staff is involved in evaluating one main activity. All staff are kept up to date with necessary changes to the format of planning as new training courses are available. Planning is now completed by three key staff, rather than the leader in isolation. The staff team are involved when the topic framework has been developed.

Staff have a good awareness of how to use space effectively, particularly in the area of physical and imaginative skills. The setting have moved into new purpose built accommodation, which has given them additional space and storage facilities. As a result, additional resources have been purchased to develop physical skills and imaginative play.

The curriculum has been reviewed and includes more opportunities for children to understand patterns in rhymes and songs and to explore mathematical patterns. As a result, resources have been evaluated and obtained to support pattern work.

The manager and staff have made very good progress in implementing the action plan drawn up and all three points for consideration have been addressed fully and effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy and relate well to each other. Children are able to self-select resources which allows them to express their ideas. They are very interested and motivated in their play and enthusiastic to try new experiences. All children are developing good independent self-care skills. They are becoming sensitive to the needs of others, and are able to work as part of a group, they share and take turns. They are aware of the codes of conduct and behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently interact and talk in groups. They express views, their ideas and recall events. Children use language to explore real and imagined feeling through varied activities. Children recognise their own name, and are developing a good understanding of linking sounds and letters. They practice writing and mark making on a daily basis and most children can write their name and some simple words. Children respond with enjoyment to stories and make up their own stories during role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to ten and some beyond. They learn about the features of different shapes and use language to describe position. They are able to recreate patterns, sort, compare and match with confidence. They show an active interest in numbers and have opportunities to count and use numbers in everyday situations. They are beginning to develop an awareness of number comparison and simple calculation through well prepared interesting activities and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a good range of resources that encourage them to explore and investigate how things work. They learn about features of the local environment and are beginning to develop an understanding of different cultures, through a range of activities. They have regular opportunities to discuss past and present events in their lives. All children are able to use the computer and use remote control cars. Children build and construct with a wide range of materials and tools.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with skill and confidence. They are able to take part in a wide range of physical activities inside and outdoors. They show a good awareness of space and experiment with different ways of moving, especially during music and movement. They are developing an understanding of how to stay healthy and are aware of their self-care needs and the changes that take place to their bodies after exercise. They handle a range of tools and small equipment with confidence.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children take part in imaginative play with enthusiasm and they like to act out different roles and stories. They have regular opportunities to listen to a variety of music and use musical instruments to join in a story. They respond well to creative experiences and use their imagination in art and design. They have opportunities to explore texture, shape and colour, mix paints and draw still life pictures. Children are developing an awareness of shape in two or three dimensions.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- there are no key issues, the following is a point for consideration
- continue to develop story sack resources for children to take home and share with their parents.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.