

Inspection of Little Lambs Pre-School

Christian Gray Hall, Albert Road, BELVEDERE, Kent DA17 5LJ

Inspection date: 2 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children develop warm trusting relationships with staff, who are kind and caring. For instance, children enjoy a cuddle for reassurance when they become upset. Children demonstrate they feel happy, safe and well cared for. They develop good levels of confidence and self-esteem and a willingness to try new activities. For instance, children enjoy mixing ingredients as they make play dough. This helps develop their small hand muscles to prepare them for early writing. Children are becoming independent learners. For example, they pour their own drinks and help to tidy their toys. Children make choices in their play and learning. This helps to develop children's confidence. Children enjoy daily outdoor play. They have great fun looking for minibeasts and as they practise their physical skills when they climb and balance on tree stumps.

Staff have high expectations for all children, including children with special educational needs and/or disabilities (SEND). Children are curious and motivated to learn. They thoroughly engage in a variety of learning opportunities. Children's behaviour is supported well across the setting. Staff consistently praise children for their efforts, achievements and positive behaviours. Children develop high levels of self-esteem as well as positive attitudes to their learning.

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

- The manager has devised a broad and balanced curriculum. It builds on children's knowledge over time and is linked to the learning needs and current interests of the children who attend. Staff make regular observations and assessments of children's learning. All children make good progress from their starting points, including children with SEND.
- The manager and staff team have ambitious expectations for all children. Children with SEND or from disadvantaged backgrounds are supported well as staff work alongside other professionals involved in their care and learning. Staff use information they obtain from parents in the beginning to plan for what the children need to learn next. Any additional funding received by the pre-school is spent well, and staff comment that the benefits for the children are good.
- Children's speech and language development is a priority. Staff model language well through good interactions with the children. Staff extend children's language as they introduce new words during children's play. For example, staff tell children the tower is 'wobbly' as they build it higher. Children enjoy activities that support their listening skills and eagerly follow instructions. They confidently hide puppets in different positions. Staff introduce descriptive words and clear language during activities.
- Staff have created an environment where children can explore a variety of exciting activities. Children are becoming curious and inquisitive learners. Staff

know what they want children to learn, and they support children's development well through a variety of learning opportunities. However, some staff do not respond quickly enough to children's interests, to extend learning further.

- Staff introduce mathematical language into children's play and learning. Children enjoy using building blocks to build structures, eagerly comparing the height with their friends. Children count as they scoop dried lentils into different-sized containers. Staff introduce mathematical language such as 'full', 'empty' and 'half full' as they explore the different weights of containers.
- Partnership with parents and other professionals caring for children is strong. Parents speak highly of the pre-school. They comment that the staff are nurturing and approachable, therefore children settle well and build strong bonds with them. Good communication ensures that parents know what their children can do and what they will be learning next.
- The manager meets regularly with staff to identify training opportunities and discuss key children. Staff complete training to enrich their practice and to help improve outcomes for children. For example, recent training has improved staff's knowledge of how to develop children's language skills. However, the manager does not check that training has been effective and that staff use what they have learned to enhance their teaching skills, to support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate good knowledge of the signs and symptoms which could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff have a clear understanding of the procedure to follow if they have concerns about the conduct of a colleague. The manager completes regular checks to ensure the ongoing suitability of staff working with children. The pre-school is routinely checked for hazards to ensure the safety of children.

What does the setting need to do to improve?

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

- support staff to recognise how they can expand on children's developing interests during activities, to extend learning further
- help staff to embed new skills and knowledge they acquire during training, to improve teaching.

Setting details

Unique reference number	EY390474
Local authority	Bexley
Inspection number	10264553
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	64
Name of registered person	Murphy, Louise
Registered person unique reference number	RP907191
Telephone number	07715200841
Date of previous inspection	19 June 2017

Information about this early years setting

Little Lambs Pre-School registered in 2009 and is located in Belvedere, in the London Borough of Bexley. The pre-school is open term time only, from 9am to 3pm on Monday to Friday. There are 10 members of staff employed. Of these, the manager holds a qualification at level five and other staff have a relevant childcare qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023