

Little Lambs Pre School

Guyhirn VC School, High Road, Guyhirn, WISBECH, Cambridgeshire, PE13 4ED

Inspection date

Previous inspection date

15/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

4

The contribution of the early years provision to the well-being of children

4

The effectiveness of the leadership and management of the early years provision

4

The quality and standards of the early years provision

This provision is inadequate

- Children are not sufficiently safeguarded. Some Early Years Foundation Stage safeguarding and welfare requirements are not met. Induction procedures are weak and some policies are inaccurate, missing or outdated, including the safeguarding policy.
- Teaching is inconsistent. Some children, particularly those with special educational needs and/or disabilities, have less opportunity to extend their knowledge, skills and understanding as some practitioners do not ignite their enthusiasm for learning or encourage their independence.
- There is no named practitioner responsible for behaviour management or Special Educational Needs Coordinator, which does not offer other practitioners a source of advice and expertise to refer to should they need to.
- Supervision, appraisal and induction arrangements do not offer all practitioners the support they need. This means they feel undervalued and unsure of some aspects of their role and responsibilities.
- Learning information to date is not gained from parents as children begin attending, which does not support their initial progress in the pre-school.

It has the following strengths

- Practitioners develop effective relationships with parents who speak highly of the care and concern they show for their children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school and talked with practitioners.
- The inspector viewed the indoor and outdoor learning environments.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

Little Lambs Pre School was registered in 2009 and is on the Early Years Register. It operates from a classroom within Guyhirn Primary School, in Guyhirn, Cambridgeshire. The pre-school serves the local area and beyond and is accessible to all children. There is an enclosed area available for outdoor play and the pre-school has use of the school grounds. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am on a Monday, Thursday and Friday. An additional afternoon session is offered from 11.45am to 2.45pm on a Tuesday and Wednesday. Children attend for a variety of sessions. There are 12 children on roll. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and one holds a qualification at level 2. They receive support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all required policies are in place, including a safeguarding policy and procedure which includes the use of mobile phones and cameras, and that they reflect the requirements as stated for the Early Years Foundation Stage
- ensure that all practitioners offer children teaching which encourages their independent thought, curiosity and extends their knowledge, skills and understanding to secure their good future progress
- ensure that every child, particularly those with special educational needs and/or disabilities, receives the support they need to enable them to achieve their full potential through high quality and consistently offered teaching
- ignite children's interest and enthusiasm for reading by giving time to associated activities, such as reading stories to encourage them to link sounds to letters and give them time to respond with relevant comments, questions and actions
- ensure that there is an appropriately trained, named Special Educational Needs Coordinator and behaviour management specialist to promote equality of opportunity for all children attending and to enable every child's behaviour to be managed positively
- embed the system of appraisal, induction and regular supervision further to ensure that all staff feel well supported and fully understand their role and responsibilities
- enhance assessment procedures further by gathering precise, detailed learning and development information from parents about their children as children begin attending, to enable them to make the best possible progress from the very start.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners know children well at this welcoming pre-school. Resources are easily accessible, allowing children to make their own choices and follow their interests. However, some practitioners do not promote children's growing independence well. Therefore, children feel undervalued and are not encouraged to use their initiative or persevere at a task. Most children are busy and occupied, enjoying their time at the pre-school as planned activities reflect their interests and next steps in their learning.

However, some children flit between activities as little support is offered to help them engage meaningfully in their learning or to make activities more challenging for them. For example, children ask to play hopscotch but the practitioner's lack lustre response and spasmodic interaction means the activity is disorganised and children are confused. To date, the pre-school collect useful information from parents about children's interests but not their learning as children begin attending. As a result, practitioners are not able to shape initial learning experiences to suit each child. The majority of practitioners demonstrate a good understanding of the learning and development requirements. However, some activities in the pre-school are of poor quality and the learning derived is minimal. For example, children create a birthday party for the duck they put on top of a container of sand. A child says 'It's his first birthday and he is three.' The practitioner does not challenge the child about this or offer any explanation and no effort is made to explore letter sounds or to develop the imaginary party. Additionally, a child who picks up a small spade from the water tray to bring to the sand activity is told not to 'because it might make the sand wet'. This approach is repeated a number of times and demonstrates the lack of opportunity children have to develop their independent thought and curiosity to explore and investigate. Most practitioners assess children's achievements and monitor their progress successfully, resulting in activities and explanations which suit their particular needs. However, for some children with special educational needs and/or disabilities this is not the case. The quality of interaction and support they receive from their key person does not enable them to make sufficient progress from their initial starting points.

Practitioners talk amiably to children, chatting about their homes, families and activities away from the setting. Some practitioners offer children interesting opportunities to extend their learning as they help them make play dough. They offer a clear explanation of what the activity involves and include all children in practical aspects of the activity. Children contribute their ideas about what they need to make play dough and help fetch water and cooking oil. They learn skills which contribute to their future learning as they take turns to measure out the ingredients, tip them into the bowl and help mix them together. The practitioner offers them ongoing narrative and invites their participation, introducing counting, calculation and new vocabulary. Children occupy themselves with a range of activities. Their literacy skills develop as they listen to a favourite story, filling in the gaps as practitioners read stories and calling out the colour names to the monster's body parts. They each take books home and gain a love of reading, developing skills which prepare them in readiness for the next stages in their learning, including school. Children's physical skills develop well as they clamber over the pirate ship. They use the school grounds for larger physical play and enjoy climbing, skipping, balancing and running. Children speaking English as an additional language receive appropriate levels of support. Their individual needs are considered and practitioners work in partnership with parents and other agencies to help them make suitable progress in their learning.

Practitioners are aware of the need to prepare children for school. Children are fortunate as their room adjoins the reception classroom and they share the covered outdoor learning area. They share activities with the school, such as joining the reception class for their 'wake and shake' physical activity session each day. Practitioners help children develop their independence skills. Wherever possible, they ask them to do things for themselves, such as making play dough and helping to fetch resources. Practitioners

develop friendly relationships with parents and provide daily, verbal feedback about their children's activities in the setting. Each child has an 'observations at home' book in which parents' record what children enjoy and do away from the pre-school. Practitioners share regular information about children's abilities and their progress. This helps parents reinforce learning at home and promotes a consistent approach to their learning.

The contribution of the early years provision to the well-being of children

Children develop positive relationships with their key persons and substantive practitioners because they are warm and friendly. They offer children cuddles whenever they are needed and their positive interaction helps children feel secure in their care. Key persons work with parents to support children as they begin attending, enabling children to become accustomed to them and the other children. Parents are kept well informed about any accidents and dietary information and specific health needs are taken account of. This promotes their emotional well-being as they move from their home into the pre-school. Risks are suitably managed and practitioners are observant throughout the day to ensure children remain safe. For example, when two children squabble over resources on the upper deck of the pirate ship, a practitioner explains that they will fall backwards and hurt themselves. Older and younger children interact positively together and older children are caring about their younger peers' well-being. Children generally behave well. Practitioners offer timely reminders when necessary and children respond positively to their calm, measured approach. This helps children learn about right and wrong.

Children are offered a variety of healthy snacks and drinks. They enjoy making their own selection from a range of fresh, seasonal fruit and vegetables and pour themselves milk or water to drink throughout the session, when visiting the 'snack pit'. Children learn about healthy food options through topics they cover and growing, tending and eating produce they plant themselves, such as potatoes and fennel. Practitioners sit with children at lunchtime, when children eat either a packed lunch from home or a school dinner, sharing the school hall with older children. This helps children learn that meal times are social occasions and feel even more familiar in the school the great majority of them move onto. Children have daily opportunities to play outdoors in the enclosed play area, engage in a number of activities in the extensive school grounds and take regular trips locally. They use large play equipment, play ball games and enjoy healthy exercise. This promotes their understanding that an active lifestyle is fun, as well as supporting their good health and contributing to their future development. Practitioners follow suitable hygiene routines to avoid cross-infection. They teach children about regular hand washing to develop their understanding of healthy practices. Children learn how to be safe, for example, as practitioners remind them that they walk in pre-school and do not run.

The effectiveness of the leadership and management of the early years provision

Practitioners have received safeguarding training and are aware of the procedure to follow should they have any concerns about a child in their care. However, there is no policy or

procedure in place to support the implementation of current practice and no policy to cover the use of mobile phones or cameras in the pre-school. This is a breach of a safeguarding and welfare requirement. Children are not sufficiently safeguarded. Recruitment is managed by the school governing body and the dedicated governor for the pre-school has undertaken safer recruitment training. All practitioners working with children have been vetted. However, the induction procedure for new practitioners is weak and does not ensure they are fully conversant with all the necessary information to fulfil the requirements of their role. Supervision meetings are not regularly carried out. The manager has not had a supervision meeting for over a year. A system of annual appraisal is in place, but as this is not backed up by full support from the governing body, pre-school practitioners feel undervalued and not always well supported. Overall, training and support offered to practitioners is inadequate. Coaching for staff and training is satisfactorily managed with practitioners attending school training events and some local authority run courses. Team meetings take place between the two substantive practitioners and planning meetings are held each week.

There are also weaknesses in the quality of teaching, which compromise the effectiveness of children's progress and learning. The monitoring of teaching practice is weak, therefore, not all children are making sufficient progress. For example, teaching for some children with special educational needs and/or disabilities is poor. The manager is aware of the requirements for successful leadership of the setting but receives too little support from the governing body. The team does evaluate the provision and uses the local authority quality assurance scheme to reflect on practice and decide on improvements. However, identified actions to improve practice are not carried through as the manager requires ratification from the school governing body and this has not been forthcoming. Consequently, quality within the pre-school does not improve and practitioners are not always clear about their roles and responsibilities.

Parents are positive about the service provided by the pre-school. They are complimentary about practitioners' warm and friendly natures and the way their children settle. The setting has strong links with the host school, which the great majority of children attending move onto. The positive interactions between the two promote successful moves to school for children. For example, children join the school for assemblies, concerts and spend time in the reception class during the summer term, before starting school. The manager of the pre-school meets with the school reception teacher to ensure that assessments are aligned ready for children's move up to school. Children's progress is monitored to ensure any gaps in their development are identified. Parents are offered the opportunity to discuss their children's progress regularly as practitioners share information about their progress every six weeks, when children's next steps in their learning are set. They are also invited to look through their children's learning journals whenever they like and receive a report at the end of each school term. Therefore, information about children's progress at the pre-school is shared often and helps parents to support their continuous progress at home.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY398468
Local authority	Cambridgeshire
Inspection number	883996
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	10
Number of children on roll	12
Name of provider	Guyhirn VC School Governing Body
Date of previous inspection	not applicable
Telephone number	01945450247

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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