

Inspection of Little Lambs Preschool

Little Lambs Pre School, 79 Moorside Road, Bromley, Kent BR1 5EP

Inspection date: 24 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are highly engaged in consistently challenging learning opportunities at this welcoming and inclusive pre-school. Children show the rapid progress that they make from their starting points in learning, including those who need extra support with their learning and development. Children who are new to the pre-school eagerly join in with play activities as they arrive. Those who find it more difficult to separate from their parents receive close attention from caring and very attentive staff. This helps them to quickly settle into pre-school routines and activities. The individual needs of all children, including those children who benefit from additional sensory stimulation, are met extremely well.

Children's learning needs are supported exceptionally well due to staff's very close engagement with their parents. Children are further supported by the superb partnerships between staff and other professionals who may be involved in their care. Children understand and respect the differing needs of their friends.

Children's learning is developed even further by the targeted use of additional funding. Parents are extremely well informed about children's learning and the progress that they make. Children use resources from the pre-school at home. They take part in activities beyond their immediate experience. Children, including those who speak another language at home or who have identified learning needs, are exceptionally well prepared for their next stages in learning and for school.

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

- The manager and staff are highly ambitious for children and families. They make continuous improvements and share their exemplary practice with other settings. They further enhance their professional development through accredited schemes. For example, they have successfully achieved the Healthy Early Years London gold award. The manager closely engages staff, children, parents and local advisers in her ongoing evaluation of the pre-school.
- The special educational needs coordinator (SENCo) is highly effective in her role. Staff confidently implement advice and suggestions from external specialists. Close observations of children's responses, such as very early signs of children's attempts to communicate, help staff to continuously challenge children to reach their full potential. All children benefit from the highly successful methods that staff use to support learning.
- Staff include the views of parents and other professionals in their evaluations and reviews of children's progress. Staff use their frequent and accurate assessments of children's learning and development very effectively. For instance, staff carefully analyse the books, text and labels in the pre-school to extend opportunities for most-able children who show an interest in reading.

Children's moves on to school are very well planned with the close involvement of parents, new teaching staff and other professionals involved in their care.

- Staff implement a well-thought-out and sequenced curriculum that encourages children to flourish. Children deepen their curiosity and solve problems. Extremely strong teaching practice helps to extend children's learning. Staff skilfully support children who need extra help with their learning to fully engage in exciting learning activities. For instance, children confidently work together to make dough. They count, pour and mix ingredients. Staff encourage them to work out whether more flour or water is needed.
- Staff provide experiences that reflect children's backgrounds and different cultures. They help children to appreciate, respect and value their own, and different, communities. For example, staff encourage children to use descriptive words as they discuss and draw the features and characteristics of important people in children's lives. Parents visit to translate and read familiar stories alongside staff.
- Staff further strengthen children's social and communication development through well-considered garden improvements. Staff encourage children to be gentle as they touch and smell flowers. Children build on their play skills. For instance, they discuss ingredients for 'rainbow soup' and 'snail ice cream' with their friends in a mud kitchen. Staff skilfully modify their language as they hold back-and-forth conversations with children of differing abilities.
- Children behave extremely well and demonstrate very positive social skills. Children show high levels of care and consideration for others. For example, they shuffle along to make space for their friends on rockers. Children benefit from the consistent use of visual aids, sign language and behaviour management strategies.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff update their safeguarding knowledge. They are alert to issues that have an impact on children's welfare and development. They recognise risks such as exposure to domestic abuse, extreme views or unsafe technology. Staff are vigilant. They confidently manage the health and care of children, including those who need a high level of support. The manager works constructively with relevant agencies to keep children and families safe. She takes prompt action to access support for families in need of additional help. The manager uses safer recruitment guidance and checks the ongoing suitability of staff. Staff use successful methods to help children express their emotions and feelings. This helps to keep children safe.

Setting details

Unique reference number	2555060
Local authority	Lewisham
Inspection number	10221620
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 5
Total number of places	32
Number of children on roll	38
Name of registered person	Little Lambs Pre-School Ltd
Registered person unique reference number	2555059
Telephone number	02086950183
Date of previous inspection	Not applicable

Information about this early years setting

Little Lambs Preschool re-registered in 2019. It is located on the grounds of The Good Shepherd Church, Downham in the London Borough of Lewisham. The pre-school is open, from 8.30am to 4pm on Monday to Thursday, and from 8.30am to 1.30pm on Friday. The provider receives funding for early education places for children aged two, three and four years. Seven staff, including the manager, work with children. All staff hold qualifications at level 3. The manager holds a qualification at level 6.

Information about this inspection

Inspector

Kareen Jacobs

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 her evaluation of the nursery.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The manager and inspector discussed the teaching and learning that took place during a children's activity.
- The manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff and their professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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