



Little Haven Nursery School

Inspection report for early years provision

Unique Reference Number	122739
Inspection date	16 November 2006
Inspector	Cheryl Walker
Setting Address	The Guide Headquarters, The Drive, Banstead, Surrey, SM7 3HG
Telephone number	01737 213034
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Registered person	Heather Freemantle
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Haven Nursery School opened in 1990. It operates from the Guide headquarters in Banstead and offers access to a large and a small hall, kitchen, toilet and outdoor play facilities. Children attend from the local area and some surrounding areas.

The group provides sessional care for 32 children and accepts children from two and a half years old. There are currently 44 children on roll, of these, 29 receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

Opening hours are between 09:00 to 12:00 Monday to Friday and 12:30 to 15:00 Tuesday, Wednesday and Thursday during term time only.

Four full time and three part time staff work with the children. Of these, one is primary level, four have an early years qualification to level three, one is qualified to level two, and one is currently working towards a level three qualification. Ongoing training opportunities for staff are provided through the Surrey Early Years Childcare Service (EYCS) and other organisations.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected because staff are well informed about their medical conditions. Detailed information is collected at registration to make sure staff are aware of relevant issues. All staff hold current first aid certificates, enabling them to deal appropriately with any accidents that may occur. Suitable documentation is in place to record any accidents or medication administration.

Daily routines help to encourage children's understanding of hygiene and enable them to become increasingly independent in their personal care. They spend time washing their hands after using the toilet or after a messy activity, supported by gentle reminders from staff, though they are not consistently encouraged to wash their hands before they have their snack.

Children benefit from healthy snacks. They sit together socially to enjoy a drink and some fruit during each session, laying the foundations for healthy eating. They have opportunities to taste different fruits each day as parents work with the setting to provide a variety of fruits for children to try.

There are good daily opportunities for children to extend their fine motor development, for example, by turning puzzle pieces to make them fit, manipulating play dough and using pencils correctly. Children enjoy music and movement sessions, where they travel around the large hall in different ways and learn to recognise the effect of exercise on their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well organised and divided effectively into suitable learning areas, which enable children to move around the setting safely. Examples of children's work are displayed on dividing boards, presenting a welcoming environment for the children. A good range of well maintained toys and equipment are kept accessible for children's use.

Children learn the importance of behaving in a safe and appropriate manner through staff modelling good practice. They learn to take care of themselves and others by not throwing the sand because 'it might hurt our eyes' and by pushing their chairs in when they stand, 'so no-one trips'. Staff are vigilant with regards to security within the building and good systems are in place to prevent children from leaving the setting without a known adult.

Children are well protected because staff demonstrate a good understanding of their responsibilities with regard to child protection. Detailed policies are in place which give clear information about procedures and recording.

Helping children achieve well and enjoy what they do

The provision is good.

Good relationships have been built, which enable children to feel secure within the setting. Children readily approach staff for attention, enjoy the company of their peers and play well together. Young children enjoy the role play area and imitate the adults and experiences important to them. For example, one child carefully removes the pan from the hob in the home area, using a tea towel wrapped around the handle, and pretends to empty the contents onto a plate for dinner. All staff interact with enthusiasm in all aspects of children's play and children in turn, respond well. Appropriate activities are changed regularly for the younger children to encourage their interest and stimulate learning. Children enjoy singing songs and rhymes and gain in confidence as they pretend to be birds flying around the hall, moving their arms as wings, and returning to the mat when the song is over.

Nursery education

The quality of teaching and learning is good. Staff provide realistic challenges for all the children attending. They are very aware of children's individual needs and extend activities as necessary, providing further challenge for more able children. Teaching is interesting and enthusiastic, which motivates children to learn and take part in the exciting range of activities available to them. Staff plan their time well so that most of it is spent working directly with the children. There are opportunities for children to engage in activities planned by the staff team and also those that they plan or initiate themselves. Staff introduce new activities well, providing children with a wide ranging vocabulary and carefully framed questions to encourage children to think. For example, children were able to recall events from a story they had heard the previous day when the adult with them asked questions such as 'where did they go? How did they get there? What was it called?'

Planning and assessment is thorough and the information gained from observations is used effectively to guide planning. Parents contribute to the gathering of information about each child when they start at the setting. Staff make spontaneous observations of children during their play and use these to set termly targets for children's learning. This helps children to make good progress in their learning as staff are constantly aware of how to move them on, at a pace that suits them.

Children are well motivated and enjoy new challenges. They concentrate well at self-chosen activities, for example, a group of children spend a good deal of time playing with the objects in the exploration box, working together to find out how the items work. Children feel confident enough to approach new adults within the setting. They are keen to show what they can do and involve others in their games.

Children are independent. They see to their personal needs such as dressing and undressing, visiting the toilet and washing hands. They know the routine well, putting their lunch boxes

away and changing their shoes when they enter the setting. They respond quickly when the bell rings for quiet, stop what they are doing and listen for their names to be called.

There are regular opportunities for children to practise recognising their name, when they self register at the beginning of each session. Children have some good opportunities to practise writing and letter formation when they write their name on their own work, though there are fewer chances to enjoy writing for different purposes, for example in the role play area.

Children's creativity is encouraged through a balance of free and adult directed craft activities. They enjoy mixing colours during free painting, well supported by staff who encourage children to think about what colours they can make and how these may change by adding lighter or darker colours.

Children gain a good understanding of shape, measure and other mathematical concepts. Staff regularly use the everyday routine to encourage children to think about number, counting and simple calculation. Children use positional language in their play, when they decide who will sit in the front, at the back and beside their friends in the imaginary car.

Children's knowledge and understanding of the world is greatly enhanced through a range of exciting activities and visitors to the setting, that share their experiences with the children. This helps children to learn about the community in which they live and gives them an insight into the wider world.

Helping children make a positive contribution

The provision is good.

Children are valued and respected, which raises their self esteem and confidence. They enjoy recognising themselves and their friends in the photographs displayed on the wall. Children are confident, self assured and can work and play well on their own or with others. Children's spiritual, moral, social and cultural development is fostered. Their behaviour is of a consistently high standard because they respond well to the consistent boundaries. They co-operate and take turns. Staff use effective strategies to encourage children's understanding of right from wrong, for example, the use of reward stickers encourages children to behave well.

Children with learning difficulties and/or disabilities are well supported within the setting. Staff liaise closely with parents and outside agencies to ensure they work consistently to meet each child's individual needs and enable them to reach their potential.

The partnership with parents and carers is good. They receive clear information about the curriculum via the notice board and through newsletters and have regular opportunities to contribute to their children's learning should they wish to. A good two way flow of information ensures staff and parents are fully aware of children's achievements and ensures that children's needs are well met. A clear policy is in place should a parent wish to make a suggestion or complaint, however, the policy is not displayed to make it readily available to parents and displayed regulator details are not up to date.

Organisation

The organisation is good.

Children's care is enhanced by effective organisation throughout the setting. Knowledgeable and committed staff work extremely well together to implement the setting's suitable policies and procedures to promote children's well-being, supporting them to develop their potential. Most information and documentation is up to date, well maintained and stored confidentially.

The leadership and management of the setting are good. There are clear aims for the provision and staff demonstrate a commitment to continually improving the quality of care and education. The manager is hands on and leads by example. Staff are well supported and show a clear understanding of their role and responsibility. They have the opportunity for professional development, and are actively encouraged to attend courses which enrich their good practice. The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last care inspection, the setting agreed to ensure that children do not use communal hand towels. Children use air hand dryers when they wash their hands in the toilets and at other times, individual hand towels are supplied. This reduces the risk of cross contamination of infections.

At the last inspection for nursery education the setting agreed to ensure that children have sufficient opportunities to make choices and develop their imagination and creativity. Children are able to make choices in the activities available to them and take part in a number of creative activities through art, music and movement. Some craft activities are adult directed, but there is a sufficient balance of opportunities for children to express themselves freely through painting and sticking activities. A good variety of small world and role play resources offer children good opportunities to develop their imagination.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- display information for parents that informs them of what to do if they have a suggestion or complaint and ensure the regulator's details are up to date

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend children's opportunities for writing for different purposes, for example in the role play area

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk