



The Little School On The Green

Inspection report for early years provision

Unique Reference Number	EY334749
Inspection date	18 October 2006
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Registered person	Angela Jane Fry
Type of inspection	Integrated
Type of care	Full day 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?

The Little School On The Green registered under its current ownership in 2006, although it has been an established nursery school in the village since 1998. The nursery school is privately owned and operates from St. Peter's Church Hall in Walton on the Hill in Surrey. A maximum of 20 children may attend the nursery school at any one time. The nursery school is open during term time only. On Monday and Friday, sessions run from 09:10 to 12:10. On Tuesday, Wednesday and Thursday, sessions run from 09:00 to 15:00. Children can attend either full day or half day sessions.

There are currently 29 children, aged from two to four years, on roll. Of these, 18 children receive funding for Nursery Education. The nursery school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of seven staff work with the children. Of these, two hold appropriate early years qualifications and one staff member is currently completing training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and welfare needs are mainly promoted well. The premises are suitably cleaned and appropriately maintained. There is adequate natural light and windows for ventilation. This helps to create a healthy and hygienic environment for children. There are written policies in place to prevent the spread of illness. Parents are made aware that their children cannot attend nursery if they have an infectious illness. This helps to guard against infection.

Children have some opportunities to learn how to promote their good health as staff give clear explanations, particularly about the importance of washing hands after toileting and before eating. However, the current procedures for hand washing are not consistently implemented between all staff. This results in some children washing their hands in a shared bowl of communal water, which does not sufficiently protect them against cross-infection.

There is provision for children to enjoy physical play and benefit from fresh air and exercise. Children move around freely and enjoy developing their movement skills by using apparatus such as a climbing frame, tunnel, trampoline, wheeled toys and balancing resources. This helps children to develop their co-ordination and muscle control. Children develop their manipulative skills and dexterity as they handle writing materials, art and craft resources and undertake activities such as kneading dough, threading and handling construction resources.

Children enjoy healthy snacks. They help themselves to drinks of water and milk in the recently created 'snack bar'. This helps children to develop independence as they freely access drinks when they are thirsty, enabling them to respond to their own body's needs. Staff are very aware of each child's dietary requirements, ensuring that all activities involving food products are suitable for all children. Parents are made aware of the limited cool storage facilities for children's packed lunches. This ensures that parents can take necessary action to ensure children's lunches are packaged appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises offer a stimulating, homely and inviting environment for children. Low level storage facilities enable children to access their own toys and play materials safely and easily and staff encourage children to develop their independence in this area. Children's work and photographs are on display, creating a bright and welcoming environment. The premises are secure during sessions, ensuring children's safety. Space is mainly used effectively. However, at present there is only one toilet available. This does not support the requirements of the National Standards, although procedures for toileting are managed adequately at present.

There is a very good selection of toys and play materials available, which staff check regularly to ensure they remain safe for children's use. Equipment and furniture are of low level and are appropriate for nursery-aged children. This enables children to sit comfortably and access areas easily.

Staff promote children's safety, as there are many written policies on file detailing appropriate procedures to follow to protect children in the event of an emergency. This ensures that all children are fully safeguarded and enables staff to implement policies to maintain safety levels. Staff operate a password system, ensuring that children are only collected from the nursery by authorised adults.

Staff utilise play opportunities to help children to learn about staying safe. For example, as children were playing with the farm figures, a child suggested that the tractor driver should wear a helmet. Staff extended this by encouraging children to think about the reasons why the driver should wear a helmet, prompting a group discussion on the importance of safety.

There are very good procedures in place to ensure staff are fully aware of their responsibilities regarding safeguarding children. The provider has a thorough understanding of appropriate child protection policies and ensures that all staff are aware of the procedures to follow should they have concerns about a child in their care. This ensures that children's safety and welfare is promoted at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled and clearly enjoy their time at nursery. They benefit from the activities on offer and form very close relationships with staff. This helps children to feel secure and confident within the nursery. Children's care needs are met very well. The routine for the extended sessions is thoughtfully adapted to enable children to enjoy quieter activities in the afternoon, or take a rest if necessary.

Staff are very aware of children's developmental needs and provide appropriate activities to stimulate learning and encourage children's curiosity and interests for developing new skills. The nursery offers an exciting and challenging environment for young children, enabling them to develop social skills, confidence and independence.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff form very close relationships with children and create a busy and stimulating learning environment. There are many opportunities for children to explore and investigate. This helps children to enjoy learning and develops their interests and curiosity.

The current format of delivering the Foundation Stage curriculum is quite formal. However, staff are actively looking to address this and utilise more opportunities for child-initiated learning. At present, the outside area is not used fully to extend children's learning and is not freely available for children to access throughout the session.

Staff utilise some practical activities to extend children's learning. For example, children learn about numbers and letters as they play with dough. Children develop an understanding of letters and sounds as they enjoy looking at items in the 'Secret Sound Box'. Children's progress towards the early learning goals is monitored effectively. Curriculum planning contains most elements of the Foundation Stage curriculum with provision for staff to evaluate and review activities to reflect on children's progress and achievements. Children make good progress within the nursery and develop very positive attitudes towards learning.

Children arrive at the nursery happily and enthusiastically. They are clearly very familiar with the daily routine and understand what is expected of them. Children are very polite and courteous and show kindness and respect for one another and their possessions. For example, children understand how they must behave in the nursery and how they must look after books. Children develop good skills in independence. They choose their own activities; pour their own drinks and manage independently to put their coats and boots on before outside play.

Children communicate confidently with one another. They listen attentively and participate enthusiastically during group discussions. They happily engage in conversation with staff and other children. Staff extend children's language skills well by encouraging children to reason and convey their feelings. For example, when children make models, staff encourage children to think logically and explain how they have designed their models to enable them to move. This encourages children to use language creatively to convey logic and explain problem-solving strategies. There is provision for children to develop mark making and writing skills and some children are able to write their names independently on their drawings and art work.

Children enjoy many practical maths activities. They count confidently and are familiar with one-to-one correspondence and simple calculation methods. For example, children competently count the number of children present each day and understand 'more than/less than' demonstrating their well-developed number skills. There are many opportunities for children to develop number and shape recognition and explore mathematical concepts such as volume, pattern, measuring and weighing.

Children observe nature and are aware of seasonal change. They look at the changing weather patterns and compare different weather types. As part of topic work on Autumn, children learn about environmental issues, such as hibernation. This helps children to learn about nature. Children use the computer competently and clearly understand how it works.

Children have many opportunities to explore using their senses. They handle a range of different textures and materials, such as sand, water, jelly and paint. Recent activities have enabled children to explore different coloured jelly, smell different fruits and taste a variety of foods. This encourages children to develop their senses and use language creatively. Children develop their imagination well through role play. They use a very good range of dressing up clothes and recreate favourite stories.

Helping children make a positive contribution

The provision is good.

Children are treated equally and fairly and staff fully understand each child's individual needs. Children learn about themselves, and others, as they explore topics such as 'All About Me'. This helps children to feel valued and respected as they talk about their families and homes and enjoy looking at their photographs on display. Children listen to one another well and enjoy celebrating each other's achievements and birthdays. This helps children to develop high self-esteem and a secure sense of belonging within the nursery. Children learn about the wider world through topic work. They celebrate a number of festivals and customs, such as Harvest, Christmas, Diwali and Bonfire Night. As a result of this, children's social, moral, spiritual and cultural development is fostered.

There is provision in place to support children with learning difficulties and/or disabilities. The premises are fully accessible to both adults and children with mobility difficulties and staff are committed to offering a fully inclusive environment.

Children behave very well. They clearly understand staff's expectations, enabling them to distinguish between right from wrong. Children enjoy positive interaction from staff with plenty of praise, creating a very happy and purposeful atmosphere. Children remind one another about the importance of sharing and help to resolve their own differences through negotiation, showing very well-developed social skills.

The partnership with parents and carers is good. Staff are committed to working together with parents as equal partners in their children's learning. Parents receive very good information on the Foundation Stage curriculum and planning records are clearly displayed. This helps parents to be fully informed of all nursery activities and forthcoming topics and themes, enabling parents to extend their children's learning at home. Children enthusiastically bring things from home to support activities, such as contributing items for the colour table and sharing these with the other children at group discussion time. This forges strong links for children between their homes and the nursery.

Staff create a very relaxed and welcoming environment for parents and share information with them regarding the delivery of the Foundation Stage curriculum. For example, when staff change aspects of the routine and teaching methods, they ensure parents are fully aware of this and understand the value of adapting the teaching programme to meet the children's needs.

Organisation

The organisation is satisfactory.

There are suitable systems in place to ensure that staff are appropriately vetted to work with children. Staffing arrangements meet the requirements of the National Standards and offer children plenty of individual attention.

The leadership and management are satisfactory. Staff use the appraisal system to review their practice and identify future training needs. Additional training is planned for some staff to

update their knowledge of effective teaching techniques to encourage more child initiated learning. The current staff team work together well and are proactive in responding to advice and ideas for development. As a result, staff demonstrate a committed attitude towards adapting the nursery routine and the current formal teaching methods to provide additional play and learning opportunities for children, based more on the children's individual learning needs.

At present, the organisation of the nursery routine sometimes restricts children from enjoying uninterrupted play. The outside area is not used fully throughout the nursery session to extend the play and learning opportunities available to children.

Regulatory documentation is maintained, although the attendance register is not updated at lunchtime when some children leave the nursery and new children arrive. Therefore, it does not always give an accurate record of which children are present. There are written policies and procedures in place demonstrating the effective management and organisation of the nursery, which staff understand and implement in daily practice.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- improve the toilet facilities to meet the requirements of the National Standards

- improve the procedures for hand washing to ensure that children are appropriately protected against cross-infection
- ensure the attendance register reflects an accurate record at all times of the children present

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):

- ensure all staff utilise the training opportunities offered to enable them to update their knowledge of Foundation Stage teaching and continue to review their practice to offer more uninterrupted child-initiated learning experiences
- continue to review the organisation of the daily routine to increase the opportunities for children to develop their learning outside

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