

# Little Scholars Nursery And Busy Bees Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	127342
<b>Inspection date</b>	05 November 2007
<b>Inspector</b>	Jackie Liffen
<b>Setting Address</b>	Church Hill, High Halden, Ashford, Kent, TN26 3JB
<b>Telephone number</b>	01233 850113
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Little Scholars Nursery (1037519)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Little Scholars Nursery has been registered since 1993. It occupies its own single-storey premises situated in the grounds of High Halden primary school. A maximum of 40 children may attend the out of school club and 29 may attend the nursery at any one time. The nursery is open from 09:00 to 15:30 during term time and from 08:30 to 16:00 during the school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Of these 18 children receive funding for early education. The Busy Bees Club has no children on roll. Children tend to come from the local and surrounding area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children play in a scrupulously clean environment where good personal hygiene is part of the daily routine. Children are constantly protected from infection by the staff who competently use a wide range of recommended methods to promote their health and welfare. For example, staff use different coloured cloths for different purposes and anti-bacterial cleanser to wipe surfaces. Children quickly become used to adopting hygienic practices as they diligently wash their hands after visiting the toilet and before eating; this is facilitated by staff who regularly check on them and display appropriate posters. Children avoid the spread of infection by using the easily reached anti-bacterial soap and suitable disposable towels. Children who are ill do not attend the setting, so that staff ably manage the welfare of all children and prevent the spread of contagious ailments. If children are tired, then they rest in the secluded, comfortable book corner where the staff promote their health and well-being by washing the covers on a regular basis. Staff are pro-active in ensuring that children flourish by exercising every day and plan purposeful activities to help develop their physical skills both indoors and outside. Children enjoy running around in the fresh air when they join in a nature walk or other activities in the large field adjacent to the premises.

Children are extremely well nourished because staff advise parents how to fill lunchboxes and also provide very healthy, suitable snacks. For example, children help themselves to an appetising selection of fruit and other appropriate food whenever they are hungry. Staff successfully work with parents to ensure that children's special dietary requirements are met and have a very effective system of using different coloured name labels. Children consistently learn about healthy eating because staff take every opportunity to explain the effect different foods have on their bodies. For example, a child who is drinking milk is told how this will help his bones become strong. Children easily and competently help themselves to a drink of water whenever they are thirsty.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Staff develop the premises so that children are cared for in a very welcoming, bright, child-friendly, comfortable, clean and secure building. They ably promote children's well-being by undertaking risk assessments three times a day to ensure that all the safety strategies are working well and that all the equipment is well-maintained to a high standard. All children play very comfortably and use the exceptional range of suitable and safe furniture and equipment without difficulty. They easily reach a vast number of stimulating toys which motivate them into creating lots of imaginative games as they learn about the world. Staff design the rooms extremely well and successfully rotate the furniture and activities so that children are constantly stimulated. Children have a number of interesting activity corners where they meet with their peers, often becoming involved in exciting, imaginative games. For example, sometimes they play camping in the pup tent, where they lay down in the attractive sleeping bags or cook a pretend meal on the barbeque.

Staff are pro-active in helping children avoid accidental injury, and frequently remind them about simple safety rules. For example, children understand the necessity of picking up any toys scattered on the floor that create a trip hazard. Dangers are minimised by staff who use a number of safety features such as socket covers and fireguards. Children play safely in the

outside area which they are unable to exit by themselves. Children are clear about the dangers of fire because staff introduce evacuation practices on a regular basis so that everyone leaves the building very quickly in case of an emergency. Staff always act in children's best interests and safeguard their welfare because they have an excellent understanding of the signs and symptoms of abuse and know exactly what action to take if they have concerns about a child in their care.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children quickly settle and become involved in the bright, positive environment where they choose from the broad range of planned activities and spontaneous events, which support their development and learning. For example, they enjoy playing with construction toys, puzzles, games, craft tools, dressing-up clothes, water, playdough, paint, music and sand. They also create lots of imaginative games with the vast number of other resources available. Children are taught in a very stimulating atmosphere where the energetic, enthusiastic staff continually promote their curiosity and knowledge by arranging exciting activities and asking thought-provoking questions

### **Nursery Education**

The quality of teaching and learning is outstanding. The committed, dedicated staff provide excellent opportunities for children throughout the sessions. Children quickly progress and learn because the staff use every opportunity to help them make the best use of small group, large group and individual work. The staff's knowledge of the early learning goals is very comprehensive. They plan and prepare a suitable programme for the whole group whilst having regard to the individual needs of children and as a result all children become highly motivated and confidently seek out activities for themselves. Children always have the freedom to choose what they wish to play with and staff gently guide them from one activity to another so that they experience the wonderful variety available.

Children's personal, social and emotional development is constantly being enhanced as they play securely in the homely atmosphere. They have many opportunities to make choices, take decisions and visit the different areas of learning. Some children spend time looking at books or playing constructively indoors, whilst others prefer to explore outside where they have fun playing in the home corner or with the many other different toys which expand their experiences and promote their imaginations. Children are developing personal values such as honesty, fairness and respect as they play with others and take in the information on the series of posters depicting preferred methods of behaviour. They make friends easily because the staff engineer suitable situations such as group work when some children gather together to prepare harvest and take it to the elderly. Children are keen to try new ideas, and quickly become interested, excited and motivated to learn. They love acting out familiar stories but also concentrate and sit quietly when appropriate.

Children are beginning to communicate extremely well and talk clearly as they respond sensibly and lucidly to the many thought-provoking questions that the staff ask them. They learn to read and progress in all areas because the staff carefully prepare a curriculum based on the needs of each child. For example, children love browsing the vast array of books in the appropriate, comfortable corner. They recognise their names as they select their own cards on arrival, during registration and at snack times, and having learnt to enjoy listening to stories and taking part in stimulating graded games, they take picture books home which are then

supplemented with the phonics used in school. Children rapidly learn to write their own names as they help themselves to an easily accessed range of materials such as paper, pencils and crayons. Staff also routinely help them to write their names on any creations and encourage them to paint in a number of media so that all children become familiar with making appropriate shapes and letters.

Children enjoy using a range of tools such as magnifying glasses to investigate objects and materials. They especially appreciate using a camera which gives them a different perspective on the images which they find interesting. Children's understanding and knowledge of the world rapidly increases as staff provide many resources for them to explore and experiment. For example, not only do they discuss the weather at the setting, they also think about the cold weather in the north when they play with the pretend igloo and paper snow. Staff interact sensitively by making children think and teaching them about the natural world. For example, when children talk about worms, an adult joins in and continues to explain where worms come from and how they eat. Children know about the uses of everyday technology because they are often introduced to different systems of information and communication technology. For example, they frequently play with programmable toys, use a computer and mix food with small electrical appliances.

Children recognise numbers, shape and size as they recreate simple patterns via junk play and creative activities. They reliably count up to 10 everyday objects, stimulated by the pictures around the room and helped by staff who take every opportunity to help them develop mathematical ideas. Most children show a developing understanding of addition and subtraction and are beginning to use relevant vocabulary as they count the legs on a spider or divide pieces of fruit into fractions. Children explore colour, texture, form and space during their play as they create things out of junk or consider how to build interesting shapes. Children frequently burst into spontaneous singing and dancing as they recognise a repeated sound, matching their movements to music and using their imaginations. For example when they put on a music programme on the laptop, some children start to sway, clap their hands and dance to the music; staff encourage them to continue and extend their learning by introducing musical instruments.

Children move confidently and safely as they move around the room and undertake physical exercise such as balancing on beams, working through an obstacle course or marching up and down steps. They are learning about their bodies and how stretching different muscles affects different parts, as they limber up and staff talk them through the relevant facts. Children move with very good control and co-ordination as they move around outside or clamber under tables when taking part in action rhymes. Children are proficient in using a very wide range of large equipment and small tools including a slide, balancing beams, scissors, toy hammer, screwdriver rolling pin and various table-top activities.

### **Helping children make a positive contribution**

The provision is outstanding.

The dedicated staff are proactive in ensuring that all children receive the respect and concern to which they are entitled. They also ensure that all children are motivated and included in the numerous activities on offer. For example, staff have systems in place to work with parents in order to help children without English settle and integrate into the group. Children play with a number of toys which help them value diversity; they also assimilate information from suitable posters and learn about other religions and festivals. Overall spiritual, moral, social and cultural development is fostered.

Children with specific needs flourish within the group because the dedicated staff team consistently work with parents and professionals to ensure that they all receive the special attention that they need in order to help them progress and develop. For example, staff keep special files on some children who need extra help so that the most appropriate methods are identified to help them overcome any difficulties.

Children quickly learn to respect others and to consider the consequences of their words and actions because staff deal extremely sensitively with any incidents of undesirable behaviour so that children's self-esteem is maintained. For example, when two children argue over a toy, an adult joins them on the floor, talking constructively to them and pointing out the desired behaviour posters which are displayed around the room. She encourages the children to share and diverts their attention to more suitable pursuits so that their self-esteem is maintained.

Partnership with parents and carers is outstanding. All parents are delighted with the care their children receive and say that staff are very understanding and make every effort to introduce parents to the policies and procedures of the group. For example, parents are invited to regular coffee afternoons when they sometimes have speakers and learn about the best way of helping their children at home. Children's continuity of care is continually enhanced because staff are always available to speak with parents and introduce the fun bags that children take home so that they accomplish some educational tasks with their parents.

## **Organisation**

The organisation is outstanding.

The leadership and management of the nursery education is outstanding. Children prosper and thrive within the group due to the superb organisation and hard work of the management and staff. The management committee delegate overall responsibility for the day to day organisation to the manager and offer support and encouragement in any way possible so that children's security and development is improved. Children benefit because all adults involved have a very clear sense of purpose and a genuine commitment to continual improvement. For example, staff continually undertake training and develop a sensible, practical, knowledgeable approach to childcare and education; they interact impressively with the children who consequently quickly develop appropriately in all areas.

Children's well-being is enhanced because adults give high regard to organising the nursery and provide a well-resourced and stimulating atmosphere for pre-school children. Children's security, pleasure, progress, and ability to take an active part in the setting is enhanced by staff who consistently give children excellent attention by ensuring high ratios of adults to children. Policies and procedures work extremely well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

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

## **Improvements since the last inspection**

At the last inspection the group were asked to ensure that the planned risk assessment includes the effectiveness of systems to ensure the safe arrival and collection of children. A risk assessment is now carried out three times a day; this includes arrangements for staff to ensure the safe arrival and departure of children. The nursery were also asked to ensure that the required records are kept for at least two years; they now tend to keep most records for at least 10 years and some for even longer. Parents are asked to give written consent for children to

receive emergency medical consent, as requested at the last inspection, and in order to protect children's welfare. Children's continuity of care is improved because the nursery updates all policies, including the child protection policy, so that they relate to current legislation and reflect good practice, as requested at the last inspection.

### **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.

## **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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)