

Little Sparrows Nursery Esher

Inspection report for early years provision

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Inspector	Joanna Scott
Setting address	45-47 New Road, Esher, Surrey, KT10 9NU
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Little Sparrows Nursery Esher is privately owned. It is situated in Esher Cricket Pavilion in Esher, Surrey. Children have access to a large hall and three smaller rooms, one of which is on the first floor and is accessed via a staircase. There is an enclosed outdoor area which is directly accessed from the main hall. Children make use of the grounds for small group activities, although this is not part of the registered premises. A maximum of 38 children may attend the nursery at any one time. The nursery is open from 9.15am to 2.40pm Monday to Thursday and 9.15am to 1pm on Friday, term time only. Parents have the option of booking their child into the lunch club, which runs from 12:00 to 13:00. Children attending the lunch club bring a packed lunch. Children attend for a variety of sessions.

The setting are registered on the Early Years Register. There are currently 62 children aged from 2 to under 5 years on roll. Of these 27 children receive funding for nursery education. The group serve the local community. The nursery welcomes children with special educational needs and/or disabilities and those who have English as an additional language. The nursery employs fourteen regular members of staff including the owner. Two staff have teaching qualifications, six hold early years qualification and two are working towards a qualification. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children enjoy their time at the setting and enthusiastically take part in an excellent mix of activities which are available to them. Enthusiastic staff prepare the inclusive and welcoming environment before children arrive. Children make very good progress in their learning, and their welfare needs are met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the use of self-evaluation, and include more opportunities for parents and children to take an active part in any processes used
- continue to build on partnerships with parents and other settings delivering the Early Years Foundation Stage to children. Provide more opportunities for parents to contribute to their children's records and share day to day information to enable them to support learning at home

The effectiveness of leadership and management of the early years provision

The management and staff team work very well together, and this ensures the operation of the group runs smoothly. Children are safeguarded because each individual has a good understanding of the setting's policies and procedures and their own responsibilities regarding child protection. Management ensure that a cycle of training is provided and safeguarding is a regular topic for review and discussion. Daily risk assessments result in any hazards being identified and this protects children, for example, identifying damage to the fencing in the nature area. All staff understand issues about supervision and maintaining a safe environment, and staff are very well deployed so that the free flow of children between the indoor and outdoor areas is highly effective and child initiated.

The setting is very well lead. The staff team are in the process of taking an active role in the setting's formal self-assessment process, and are ambitious about achieving very high standards. So far a small number of parents have contributed to evaluation. Other systems, for example, through work with the local authority, have already identified areas for further development. For example, the recent re-organisation of the secure outdoor area has been highly effective, and now enables children to self select resources and use the area throughout the year. The staff work exceptionally well as a team. Through discussion and observation it is evident that they have an excellent understanding of their roles. Many have additional areas of responsibility; for example, they oversee the role play area to ensure it is stimulating and resources are accessible and appeal to children.

All regulatory documentation and records are well organised. Policy documents are reviewed annually. Robust systems for recruitment and ensuring continued suitability of staff are in place. The setting use several external organisations to deliver supplementary sessions, such as music and cooking groups, and a member of staff always takes part in these sessions too. Training is available to staff, and those who attend workshops cascade updates to the team, meaning all keep abreast of developments. Qualification requirements are met, and some unqualified members of staff are working towards an early years qualification. Staff are child focused and are skilled at supporting individual children as they play and learn.

The organisation and quality of resources is excellent. The use of posters and displays promotes diversity. Planning is completed weekly. Each key person takes an active role in identifying their children's next steps of development and their individual interests, providing this information to the planners. This successfully results in children having opportunities to promote their learning linked to their individual needs. For those children less keen on taking part in planned activities the staff take the activity or an aspect of it to the children. This makes learning really accessible. Excellent use of low level partitions and planning of group activities mean that children learn in small groups or individually.

The nursery works in partnership with parents. There are systems to share information about starting points and children's individual needs during the

induction process. Newsletters inform parents of the termly themes but there are few opportunities for parents to know what their child has done on a day to day basis. This limits opportunities for parents to support learning at home. The setting operate an 'open door' policy where parents arrange a meeting with their child's key person and share development records. This works very well for some parents, but not all contribute to their child's learning and development records. There are no established systems to work in partnership with other settings already delivering the Early Years Foundation Stage (EYFS) to the children attending, although the setting have made links with local schools which support those moving on effectively.

The quality and standards of the early years provision and outcomes for children

The children are happy and enthusiastically join in with activities from the moment they arrive. For those new to the setting who find separation from parents and carers harder, staff are supportive and encouraging and this helps children to engage in an activity and know that parents will return for them. The setting is exceptionally well prepared before the children arrive, they have an extensive choice of activities and resources which are made accessible both inside and out and which allows children to follow their own interests and lead their own play. Throughout the day individual activity group sizes are kept small meaning that children take an active part in discussions and activities. This richly stimulating environment encourages children to be inquisitive and active learners.

The balance of adult-led and child-initiated activities is excellent, and children are supported very well throughout their time at the setting. For example, during free play a member of staff approaches a child exploring the materials on the discovery table to talk about the bottle of water and oil they are holding, she encourages them to shake it to see if it mixes. Another child is trying to operate a tape player, and a member of staff suggests another child help to show them how they can get it to work. Planned activities promote learning in all areas, but regularly focus on children's understanding of numbers and letters and sounds. For example, staff encourage children to write or mark their own name on pictures, recognise their own names on arrival and at snack time, and children have many opportunities to mark make during play. There are many opportunities for children to be independent. They spread their own toast at snack time, and very good use of signs and visual reminders are used which result in children washing their hands before they eat, and throwing used tissues in the bin. Children have outstanding opportunities to learn to adopt healthy lifestyles because of discussion and planned activities, daily opportunities to be active, to eat well and to take responsibilities for personal care.

The children are very interested in the natural world. Staff are just implementing 'Forest School'. Small groups of children put on wellies and walk around the cricket field collecting items of interest or 'treasure' with staff. Currently this is helping them learn about autumn as they pick up conkers and acorns and leaves. Children have plenty of opportunities to talk about their finds. They are learning about simple map reading as they identify the building and the trees and the car park

from a fabric map. Children are beginning to learn about their own safety, for example, they talk about which parts of the grounds they may go on and which bits are not safe without adults. These children are good listeners.

Currently the children are learning about themselves and each other. They particularly enjoy a sensory activity where they choose from a variety of textured and coloured and scented materials to create flower pictures. Children are also learning about the wider world. They enjoy making Rangoli patterns and talking about the Hindu festival Diwali, learning that many children around the world celebrate this festival of light. Some children talk to their parents about what they have been making, enabling them to share their experiences and reinforce their learning in some cases. The children behave very well. They understand staff expectations and familiar routines. They have many opportunities to talk about feelings and express their emotions. Staff consistently encourage and praise children and they play and learn and share, and this builds self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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