

The Little School On The Green

Inspection report for early years provision

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Inspector Helen Penticost

Setting address St. Peters Church Hall, 3 Church Green, Tadworth, Surrey,
KT20 7SE
Telephone number 07887 990516
Email thelittleschoolonthegreen@msn.com
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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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 24 children may attend the nursery school at any one time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery school is open during term time only. On Monday to Friday, sessions run from 9am to 3pm with a lunch club from 12pm until 1pm. Children can attend either full day or half day sessions. There are currently 51 children, aged from two to four years, on roll and the nursery are in receipt of education funding for three and four year olds. The nursery school supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of nine staff work with the children. Of these, three hold appropriate early years qualifications and two staff members are currently completing training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development overall, as they play and learn in an inclusive and child-led environment. Within the setting, safety is of high importance, therefore, children are fully safeguarded at all times. The setting fosters highly effective partnerships with parents and carers, which impacts positively on the progress that children make. Continuous improvement is ensured through the highly effective systems for self-evaluation. Both the management and staffing teams are very passionate about their roles in providing good quality care, to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- monitor boys' use of creative and craft activities to ensure that they are active participants in all activities
- develop staff's awareness of a consistent approach when managing behaviour
- increase children's skills of independence when putting on their outdoor garment.

The effectiveness of leadership and management of the early years provision

Children are kept safe within the setting as there are effective procedures in place to be followed in the event of a concern being raised, which ensures that children are safeguarded. Policies and procedures are in place and staff sign to agree that they have read and understood their contents. Clear procedures are in place to ensure that staff working directly with children have undergone suitability checks. Termly and daily risk assessments of the premises, toys and resources ensure that all potential hazards are minimised immediately. Children's good health and well-being is exceptionally well promoted at all times, for example, hygiene routines are clearly adhered to and the setting operates a healthy eating policy.

Clear vision and leadership from the manager and intense focus on the development of the setting contributes to positive outcomes for children. Every staff member, parent and child have the opportunity to take part in the self-evaluation of the setting, and the responses inform the settings plans for the future to ensure that issues raised are acted upon. Since the last inspection the setting have fund raised in order to turn the kitchen into a child safe environment, which is used exceptionally well to provide further learning opportunities. The staffing team work efficiently as a team which benefits the children and enables the staff to have a sense of ownership. Resources throughout the setting such as open storage and the excellent organisation of the learning areas enables children to self select and initiate their own choice of play. The setting provides an inclusive environment, where children are valued as individuals. Through activities, outings and discussions, children learn about the diverse world in which they live. For example, they learn to care for living things such as a hamster and stick insects, which they take home on a rotational basis.

Partnerships with parents are a very strong element within the setting. They receive an abundance of information about the setting and have regular newsletters and emails to ensure that they are kept fully informed of events. Clear settling in arrangements are in place and agreed with parents on an individual basis to ensure that each child becomes confident and secure in the environment. The setting provide children with well designed and resourced letter and story sacks which they take home and share with their parents. This enables children to view the staff and their parents as equal partners in their learning. They have good links with their local feeder school and as well as with other providing care for children in the early years age range. The setting is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language.

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

Children freely explore their play and learning, in a bright, safe and stimulating, child-orientated environment, provided by the effective staffing team. They take

part in a short circle time at the end of the session where they look at the days of the week, share news and celebrate 'WOW' moments. Children are secure in their surroundings and are aware of their daily routines, for example, they help to tidy up at the end of the session and serve themselves at snack time. They have many opportunities to develop their skills of independence; however, the staffing team can occasionally give too much assistance in helping children to put on their outdoor clothes. Children thoroughly enjoy playing together within the home corner, using the dressing up clothes and acting out scenarios. The home corner is adapted regularly to reflect the current topic, for example, it is turned into the three bears house and relevant resources such as bowls and oats are made available.

Children are active and purposeful learners. They practise recognising their names when registering at the start of the day and at snack times and happily access books from the well stocked castle book corner. They enjoy listening to stories either in small groups or as a whole group and big books are used effectively. Children have countless opportunities to develop their understanding of shape, number and colour through everyday and planned activities. They access resources to enhance their awareness of volume, weight and measuring through cooking activities and sand and water play. Children have very good opportunities to develop an awareness of their immediate community, through half-termly outings. They have a digging area within the garden and they help to plant flowers and herbs. They actively learn about life cycles as they watch butterflies emerge from their pupas and chicks as they break through their shells.

The 'free flow' organisation enables children to make their own choice of activity, follow their own areas of interest either inside or out of doors, and to develop some independence. This enables them to develop confidence, especially in the well provided outdoor area, and to develop socially through engaging with other children and adults. Creative activities are readily available throughout the setting. For example, they access; a variety of malleable materials on a daily basis, a well-stocked writing area and craft area. Music and movement sessions are integrated into each child's day and they thoroughly enjoy being a 'dingle dangle scarecrow'. They show that they feel safe and secure in the care of the staff as they freely approach staff for a cuddle when they are unhappy, unsure or need support. Children are enabled to take risks in safe surroundings. For example, they use climbing equipment such as a frame within the garden and they access scissors within the creative and literacy areas

Children's health is effectively promoted through daily routines such as hand washing after visiting the toilet and before snacks and meals. They access the snack bar where they cut up their own fruit and pour their own drinks. For lunch, children bring in a healthy lunch box which is stored appropriately. Cooking is undertaken on an extremely regular basis to enhance children's understanding of the importance of a healthy lifestyle and also develops their awareness of foods from different cultures from around the world. Children behave very well and show kindness and consideration to others. Staff do not consistently give explanations to children as to why their behaviour may be unsafe or inappropriate. Children enjoy their time at the setting, building warm and friendly relationships with one another as well as the adults around them. Children access a very wide range of information

and communication technology, including child friendly cameras, a computer and a compact disc player and headphones.

The staffing team are aware of the differing ways in which boys and girls learn. Boys occasionally access creative activities but usually after encouragement from staff, therefore, this area requires close monitoring. The learning environment is well laid out to provide a good variety of activities that support all six areas of learning. Regular observations are carried out by the key persons to assess learning and progress, which are recorded in each child's learning journey and yellow books. These are used effectively to identify what each child needs to learn next and then this information is then used to plan activities to support further learning. Adults support children's learning well through unobtrusive engagement, and through careful questioning that extends their learning effectively.

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	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met