

Little Haven Nursery School

Inspection report for early years provision

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Inspector	Janet Thouless

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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*.

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

Little Haven Nursery School opened in 1990. It operates from the Guide headquarters in Banstead, Surrey 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 setting operates between 9am to 12 noon Monday to Friday and 12:30pm to 3pm Tuesday, Wednesday and Thursday during term time only. The nursery school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 32 children aged from two to under eight years. Currently there are 28 children on roll, all of whom are in the early years age group. This includes three- and four-year-olds children who receive funding for nursery education. The nursery school is able to support children with special educational needs and/or disabilities and those who learn English is an additional language. Four full-time and three part-time staff work with the children. Of these, two hold qualified teacher status, four have an early years qualification to level 3 and one is currently working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely welcoming and child-orientated nursery, in which children and their families feel valued and fully included. Children are making excellent progress in their learning overall, given their starting points and capabilities. The nursery shows an extremely positive attitude to providing an inclusive environment and liaises closely with parents and other providers to meet children's individual needs. Practitioners are passionate about creating memorable learning experiences for all of the children in their care and there is excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor curriculum so that children have greater access to more active learning

The effectiveness of leadership and management of the early years provision

Safeguarding is given a very high priority. Rigorous procedures are in place to ensure all practitioners are suitable and experienced to look after children. Practitioners are trained to recognise the signs and symptoms of abuse, and have appropriate procedures to follow, should they have concerns about a child in their care. Their knowledge is kept up to date through ongoing training and practitioners adopt safe practice. The nursery encourages continuing professional development for its practitioners, with one member currently pursuing a relevant childcare course at degree level. As a result, children are cared for by skilful and knowledgeable practitioners who are committed to the children in their care.

Comprehensive risk assessments are systemically completed, ensuring that all safety measures are in place and effectively implemented. All the required policies and procedures are in place to underpin the excellent practice and inform parents of how the nursery will operate. Resources are of an extremely high quality to maintain sustainability and are deployed to their best advantage to allow children to participate fully. Practitioners set out the resources attractively to encourage progression across all areas of learning and to ensure that children have easy access to them on low and accessible units. The available space is very well-organised to ensure children's personal safety and well-being at all times. The range of activities and resources offered help to successfully support children's knowledge and understanding of equality and diversity.

There are highly effective systems in place to support children with additional needs. For example, the nursery works in partnership with other agencies to ensure children's individual needs are effectively met. Excellent partnerships are established with parents and carers and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. The nursery regularly uses a range of activities such as questionnaires to gather their views and ideas and these contribute to improvements in provision. Effective settling-in procedures are in place to meet the individual needs of children and their families alongside a key person system. As a result, children's welfare and sense of belonging is fully promoted. Parents are welcomed into the nursery for consultation meetings where they view and discuss their child's individual profile with their child's key person. This cohesive approach ensures parents contribute to their child's record of achievement. The nursery is extremely proactive in establishing links with teachers from local schools to support children's smooth transition from nursery to primary school. Management is inspirational and has a clear sense of purpose and vision for continuous improvement. They have high expectations and inspire practitioners in developing their knowledge and skills, reflecting on best practice to promote the best possible outcomes for each child in their care.

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

Children are extremely eager to attend and settle quickly to their chosen activity, chatting confidently to their friends and key person. Practitioners are excellent role models. They know the children extremely well and are calm and patient in their approach. As a result, children show a strong sense of security, feel safe, develop a strong sense of belonging and are motivated to learn. Highly effective planning ensures adult-led and child-initiated activities are planned around children's individual interests and levels of ability. Practical activities arouse children's natural curiosity and develop their exploration skills. For example, children show high levels of interest when observing shells and sea urchins within the current topic of the seashore. Practitioners are skilled in engaging children in lively conversations on the shape and texture of the shells and sea life. For example, why do sea creatures have shells on their backs which helps to extend thought process and extend their vocabulary. Practitioners make circle time exciting by encouraging younger children to guess hidden items placed in a bag that are taken to the beach. Children giggle and show great delight when they guess the correct item. As a result, children respond to challenges with great enthusiasm.

The exploration of different letters and sounds encourages children's understanding of the alphabet and there is very good provision in place to promote older children's early reading and writing skills. Creative resources are freely available for children to make their own individual pictures, follow their own thoughts and ideas and experiment with different media, textures and techniques. Numeracy and problem solving consistently form part of the children's daily activities, through adult-led and child initiated activities. Children have access to a well-organised outdoor area where activities such as ride-on toys, sand and water play support the development of social and physical skills. However, the nursery has identified that further improvements could be made by increasing the range of resources further. Children show great interest in the sensory garden smelling the herbs and exploring the wormery. Subsequently children flourish in a rich learning environment with challenges that meet the individual learning styles.

Children have excellent opportunities to learn about the diverse society in which they live and value differences. They participate in activities that promote celebrations and events such as birthdays, Chinese New Year and Diwali. Positive images are portrayed in posters and resources and the nursery welcomes any input from parents in regard to their own culture, home life and work experiences; for example, parents who are paramedics and fire officers. Children are fully involved in fund raising and fill shoe boxes at Christmas to send to children abroad and take part in regular fundraising events within the local community. This contributes to children's developing knowledge, respect and understanding of others.

Good behaviour management strategies are in place which help children to understand the importance of working harmoniously within the group, consequently children behave well; they show kindness to each other and are willing to co-operate and share. Children are encouraged to adopt healthy lifestyles

because the nursery promotes healthy eating. Healthy snacks are eaten sociably together at the table, as well as routinely washing their hands. Children frequently help themselves to drinks of water to ensure they remain hydrated. As a result, children develop good habits for the future. Children know how to keep themselves safe in the sun by applying sun cream and wear sun hats. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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?	1
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	1
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	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

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

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