

# Little Crickets Nursery

Inspection report for early years provision

---

**Unique reference number**

EY433826

**Inspection date**

22/03/2012

**Inspector**

Debbie Newbury

**Setting address**

The Cricket Pavillion, Backside Common, Frog Grove Lane,  
Wood Street Village, GUILDFORD, Surrey, GU3 3EZ

**Telephone number**

01252 400221

**Email**

daycare@Stpaulstongham.com

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little Crickets Nursery is one of two early years settings owned by Tongham Daycare Ltd. It is a non-profit making organisation. The nursery registered in 2011 and operates from the cricket pavilion in Wood Street Village, near Guildford in Surrey. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 3pm during school term-times. Children and families come from the local community and surrounding area. Children may attend for a variety of sessions or whole days. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children from two to under eight years of age may attend at any one time. There are currently 40 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. It welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs eight practitioners. Of these, seven hold appropriate early years qualifications. One has Early Years Professional Status and another has a BA degree in Early Childhood studies. One member of staff is currently studying for the Foundation degree and two others are embarking on a level 3 training course. The nursery is developing the forest school ethos as part of its provision. It receives support from Surrey Early Years and Childcare Service and has links to the children's centre run by the Board of Governors of St Paul's Church of England First School in Tongham.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This new nursery is evolving into a vibrant learning environment where young children and their families matter. Each and every child is valued as an individual. They make good progress in their learning and benefit from the effective practice that is in place to promote their welfare. Arrangements to promote children's awareness of diversity are mostly effective. The nursery's capacity for sustained improvement is very strong. This is as a result of a clear understanding of current strengths and the development of well-targeted plans to build upon and enhance existing good practice.

## What steps need to be taken to improve provision further?

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

- develop further arrangements to value the linguistic diversity of all children attending the nursery and raise awareness of different scripts.

## **The effectiveness of leadership and management of the early years provision**

Children's safety receives careful consideration. Recruitment and vetting systems, as well as procedures to ensure the ongoing suitability of practitioners, are robust. All practitioners have relevant training and a secure knowledge of safeguarding and are confident about what they need to do if they are concerned about a child. The nursery's use of risk assessment and the daily checking of the environment means that any potential hazards are identified and addressed. Practitioners are always vigilant and they supervise children closely. All regulatory documentation is maintained. Comprehensive policies and procedures contribute to the efficient management of the nursery.

The premises offer an inviting learning environment for children, both indoors and outdoors. Children play with a plentiful range of good quality and well organised materials that reflect all areas of learning. This means that children can make independent selections and move items around as they wish to support their play and develop their ideas. Good use of labelling, for example of resources and by annotating photographs of activities such as the 'textured walk,' helps children gain understanding that print carries meaning. It also offers opportunities to encourage language and discussion. Staff deployment is good. The dedicated and experienced practitioners are fully aware of their role and responsibility and sessions flow smoothly. The value of continued professional development is recognised, both on an individual basis and as a way of enhancing outcomes for children and families.

Leadership and management are very strong. The registered owners are passionate about providing high quality provision where children can reach their maximum potential. This shared sense of purpose permeates throughout the whole staff team. The managers are ambitious and highly reflective and are driving improvement through their use of rigorous monitoring and analysis. For example, the nursery audits its two-year olds once a term to track how often adults engage with younger children to ensure that these young children are fully included and supported. Managers actively encourage practitioners and parents to contribute their views.

The nursery promotes inclusion by welcoming all families from the local area. Practitioners recognise the uniqueness of each child and gather useful information from parents and carers to help them meet individual needs. Children with additional needs are very well supported, which enables them to make as much progress as possible. The environment reflects many positive aspects of diversity in respect of visual imagery through photographs and interesting books, helping children appreciate the wider world in which they live. However, books or labelling that reflect children's home languages, where this is not English are limited. This reduces opportunities to show children and parents how their home languages are valued. It also means that other children cannot share in these and do not see examples of other scripts.

Parents' verbal and written comments are very complimentary about the nursery's

care for their children. Managers and practitioners work hard to secure the links between home and nursery, so everyone works together to support children. Parents receive detailed information about the nursery's organisation. Home visits are arranged and new parents invited to come in and share their knowledge about their child with the practitioner who will be their child's key person. Daily informal exchanges of information are supplemented by home-link books, newsletters, termly parent/practitioner meetings and a book loan scheme. All of these measures help to encourage a shared approach to children's care and learning.

The nursery establishes very effective partnerships with other professionals and agencies in the local community. This leads to a coherent and shared approach to promoting children's care, learning and any extended support. Arrangements for working with other early years settings that children attend have not yet been developed to the same extent. However, this is work in progress and there are clear plans in place to bring this about.

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

Practitioners establish good relationships with children, which helps them feel safe and secure. They give lots of individual support to those children who are a little less confident. The daily family time where children spend time in small groups with their key persons are an innovative way of building children's confidence and personal, social and emotional skills. Children enjoy the time they spend at the nursery and are active, interested learners. They make good progress in their learning and gain fundamental skills to support their future development. Individual planning and differentiated activities mean that all children can participate at their own level. The daily routine is organised effectively to meet the needs of the children with a good balance of child-initiated play and small group times. For instance, they start with a differentiated learning time where practitioners focus on particular learning needs. These sessions are short so children do not lose interest and they are fun. Some children play 'what's in the bag,' taking it in turns to take an object out of a bag. These are associated with a particular song or rhyme, which they then sing. Other children learn about rhyming words as they look at different objects and consider whether they sound the same.

The nursery's free-flow approach to outside play enables children to make their own decisions as to where they play and recognises that some children learn better outdoors. Children have many opportunities to identify their written name and some write their names using correctly formed letters and identify the relevant letter sounds. Children's developing language and communication skills are well fostered because practitioners take the time to talk with and listen to children. Some are particularly adept at extending vocabulary which builds on children's ability to communicate. For example, they use repetition and simple words as they engage with younger children, talking about the 'long pasta' and how they build a tower of stacking cups 'up' and then knock it 'down'. Other children are introduced to more complicated vocabulary. Children chat about the caterpillars they have

been looking after, which have now turned into cocoons and what will happen to them. Children recall feeding the caterpillars with 'a stick'. They are told that this was a 'pipette' and are introduced to words like 'transforming' and 'emerge.' Children freely use the computer and select the game they wish to play. They enjoy exploring the different media and materials on offer in the craft room and outside. They investigate 'gloop' and paint with water on the paving slabs. Some children confidently incorporate mathematical language during their play and conversation. Practitioners encourage counting as they join in with children's play.

Practitioners effectively foster children's self-esteem through praise and encouragement. They adopt a positive tone of voice and use both words and gestures. Overall, children behave well. Some younger children who are still learning to share and take turns receive consistent encouragement to do this. Practitioners explain to older children that the younger children do not understand when they ask for help when something is taken away from them. They go on to explain to the younger child that they are all going to share together. This approach sets the expectation for cooperative behaviour while ensuring that older children feel they have been treated fairly.

Children learn how to keep themselves and others safe. Practitioners intervene as necessary and encourage children to consider why something could be potentially hazardous. For instance, they remind children that painting the wooden blocks with water will make them slippery and that they need to remember not to walk on them. Children understand that this is because they may fall over and hurt themselves. Older children make a point of telling practitioners if they see younger children behave in an unsafe way. This demonstrates their sound understanding of safety issues and possible consequences.

Children learn about health and hygiene and how to look after themselves as part of the normal daily routine. Many children independently go and wash their hands before they eat. Practitioners provide support for those children who need a little extra help. Children make their own decision as to when they are ready for something to eat and drink from the nursery snack bar. They have a wide variety of healthy, nutritious options and are encouraged to have a go at peeling their banana or tangerine. This promotes independence. Children benefit from good opportunities for fresh air and physical activity as they explore the different wheeled toys, balance on stilts and go for walks to the nearby duck pond, farm and woodland. The nursery is developing the forest school ethos to add a further dimension to children's experiences when they go out into the woods.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----