

Little Crickets

The Pavilion Sports & Fitness Club, Hurst Lane, EAST MOLESEY, Surrey, KT8 9DX

Inspection date

Previous inspection date

31/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery is exceptionally well led and managed. Expectations are high and there is a strong commitment to drive improvement consistently to maintain the highest levels of achievement for all children.
- The nursery develops highly successful partnerships with parents. Staff and parents share information on a daily basis. This enables staff to be aware of children's individual needs and requirements.
- Staff use their excellent knowledge of children's individual development to adapt activities and provide outstanding support that helps children make rapid progress in relation to their starting points.
- The quality of teaching is consistently of a very high standard and is worthy of sharing with other providers.
- Behaviour is excellent and the children are very confident, demonstrating a good awareness of safety and their own self-care routines.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery with the manager and took part in a joint observation with the deputy manager.
- The inspector held discussions with the manager, deputy manager and nominated person throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector
Jane Franks

Full report

Information about the setting

Crickets at the Pavilion was registered in 2011. The nursery is owned by Sports Leisure Promotions Limited and operates from rooms within the Pavilion Sports and Fitness Club in East Molesey, Surrey. There are three rooms used by the children and there is an enclosed area for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attending the nursery are aged between three months and five years. There are currently 32 children on roll. The nursery opens between 7.30 am to 6.30 pm, five days a week, for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery receives funding for early education for three- and four-year-old children. They work closely with the local authority Early Years Advisory Team. The manager is qualified at Level 3 and is employed in a supernumerary capacity. There are 14 staff working directly with the children. Nine staff hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- label resources with pictures and words to help children make independent choices and develop their literacy skills even further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make excellent progress across all the areas of learning in the Early Years Foundation Stage. Staff have exceptionally high expectations of all children and superbly engage parents in their children's learning from the outset. Staff spend considerable amounts of time with parents finding out about what children can do before they start at the nursery. As a result, parents feel valued and staff are able to effectively plan for individual children from the very start of their placement. Robust systems for ongoing assessment of children's progress mean that staff can accurately identify what children need to do next or where they may need additional support. Staff then effectively use this information to inform their planning and discuss children's next steps in their learning with their parents in a timely manner. Therefore, parents are aware of their children's current stage of development and can support their learning at home.

Staff challenge children effectively to play and explore and are highly skilled in extending children play. Babies play in the sand tray and learn how to make sandcastles by copying staff examples to 'pat hard' on the top of the moulds. Children get involved in high-level role play and 'act out' experiences they have seen as part of their daily lives. For example,

when playing in the home corner, babies tell staff they need to tidy up the kitchen. This imaginary play helps them to work through their emotions and repeat events that they have seen, to understand and make sense of the world in which they live. Children express themselves and develop early writing skills by taking part in a wide and interesting range of art and craft activities and by using water, paints, pens and pencils to make marks. Staff listen to children and follow their interests. For example, when taking part in an adult-led activity to create bugs with salt dough, children decide they would like to design a car. Staff use this opportunity to talk to the children about patterns made in the dough by the car tyres, encouraging an understanding of mathematical language such as 'bigger' and 'smaller'.

Children's social skills and ability to communicate with others rapidly develop in the nursery's supportive atmosphere. Children concentrate on each activity for a very long time and choose what they want to do from a wealth of activities and toys, including attractive sensory materials. However, not all drawers and resources are clearly labelled with words and pictures, to enrich literacy development and to support children's understanding by providing visual cues. There is an extremely sharp focus on helping babies and children to acquire and extend their communication and language skills, and on supporting their physical, personal, social and emotional development. This helps all children make very good progress in their learning. The staff's interactions with babies and children are highly productive. They enjoy music time and join in with the actions and move their whole bodies to the rhythm and tune of the songs. Children thoroughly enjoy the attention that they receive from the enthusiastic and dedicated staff.

Staff watch and listen very carefully to each child, giving them all the time they required to share their thoughts, feelings and decisions. They use purposeful, open questioning and commenting to motivate children extremely well. As a result, babies and the youngest children feel fully valued as they share their thoughts and older ones engage others in very interesting conversations. For example, following on from a story, pre-schoolers discuss what toppings they could have on their pizza and this leads onto a conversation about snails. Children decide to draw pictures of snails and actively talk about their creations, making marks for a purpose. Children develop a deeper understanding of mathematical ideas and language. For example, staff encourage children to measure their tomato plants. As a result, children learn the concepts of 'more than' and 'less than'. Children independently support each other to count the stickers on their individual drawers. These stickers represent their achievements and they are very proud of them. Staff provide lots of praise and encouragement when children behave well or achieve a goal. This results in children enjoying their learning and displaying impeccable behaviour throughout the nursery.

Staff are very aware of children who will be moving on to school and strive to help them be ready for this stage of their development. They have good awareness of the early learning goals and are always offering children opportunities to work towards these at a developmentally appropriate level. For example, they are encouraged to make their own choices and be independent, and recognise and write some of the letters in their names. Consequently, children are gaining excellent skills to help them be ready for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Children settle extremely well, gaining a positive sense of belonging and well-being. This is because the key person system is well established. In addition, all staff know the children in their room extremely well and are able to support children if their key person is away. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. As a result, children have developed strong attachments with the staff which prove beneficial as children move through the group rooms in the nursery. Staff manage these moves sensitively and fully involve parents. For example, parents are kept informed about visits and who their next key person will be. Parents comment they are very happy with this process because their children are treated as unique individuals. Staff are excellent role models and extremely calm and polite when they speak to the children. As a result, children are sociable, confident, are learning to treat others with respect and their manners are superb. Staff support them well in learning to manage their own behaviour, which encourages independence and helps them make positive relationships.

Children's good health is fully assured. Staff maintain comprehensive records, including accidents involving the children or medication administered and they share these effectively with parents. Concise recording of children's allergies or food preferences ensure children's needs are met and respected. Meal and snack times are very sociable occasions. Children thoroughly enjoy the nutritious cooked meals, with menus on display to inform parents. Children sit together and staff support them in participating in group discussions. For example, children talk about their holidays, recalling activities they have enjoyed with their families. Children learn good hygiene routines as they grow and staff encourage their independence with regard to personal care effectively. For example, children have ready access to tissues and know when, and why, they need to wash their hands.

The outdoor environment is stimulating and offers abundant opportunities for a wealth of learning experiences. Children enjoy climbing and balancing as they make their way across apparatus. They dig, grow and harvest a wide variety of vegetables including salads. The organisation and planning for outdoor learning means babies and children are very well encouraged to exercise and develop their bodies and minds through a wide variety of physical and highly stimulating activities. For example, they bounce up and down on the bouncy castle jumping round and round as they sing songs alongside staff. They are also helped to take risks and respond to challenges in a safe environment, which supports how they learn about managing their own safety. Regular walks and outings to places of interest in the local area develop children's awareness of the community around them. It also helps in confidence building by preparing children for moving on to other settings, such as school.

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

The provider and management have excellent understanding of their responsibilities to ensure that the nursery's provision meets the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place and staff have a secure understanding of the issues to respond promptly if there is any concern about a child. The management makes highly effective use of rigorous recruitment and induction procedures to check the adults' suitability to work with children. Staff's continual supervision of the babies and children adds to their safety. Implementation of an extensive risk assessment programme results in the premises being entirely secure and safe. Management regularly updates all required documentation, including policies. Staff are made fully aware of any changes in procedures, to underpin the safety and well-being of all children.

The leadership of the nursery is inspirational. The highly successful and well-documented drive to strongly improve children's achievement demonstrates the aim for excellence in all aspects of practice. High-quality, staff supervision results in focused programmes of professional development which ensure that staff are constantly improving their understanding and practice. Overall, staff are very well qualified and children significantly benefit from their exemplary practice of continually sharing significant information. Self-evaluation to identify areas for development in relation to all aspects of the provision is a key feature of the nursery. The views of parents, children and staff form part of the process. This ensures that everyone has a clear understanding of the strengths of the provision and is involved in the identification of areas for development. Routine monitoring and analysis of children's levels of attainment result in further improvement of the educational programmes to sustain the best possible progress.

The manager and children's key persons foster highly productive relationships with parents and carers. Parents are very actively included in their child's learning as they have regular access to their assessment records and include their impressions of their learning. This enables staff and parents to have a fuller picture of the progress their child has made. As a result, all children receive the enriching support they need. There are regular discussions with parents, as their child is collected and at parents' evenings, which extends staff's knowledge of each child's needs. Discerning parents and carers are highly appreciative of the friendliness and expertise that the nursery shares for the benefit of their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY419617
Local authority	Surrey
Inspection number	943423
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	37
Name of provider	Sports Leisure Promotions Limited
Date of previous inspection	not applicable
Telephone number	0208 979 2800

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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