

The Little Red Hen Nursery School

Christ Church Battersea, Cabul Road, London, London, SW11 2PN

Inspection date	02/10/2014
Previous inspection date	30/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff maximise opportunities to secure children's counting skills which results in them being able to count well.
- Staff make children feel valued and welcomed because they greet each child warmly and individually on arrival.
- Staff teach children effective ways to be safe, such as how to carry tools and materials.
- Staff work well with parents by keeping them informed of children's progress and by providing good opportunities for them to contribute to children's learning.

It is not yet outstanding because

- Staff have not fully developed ways to engage children more fully with stories to support their early literacy skills.
- Staff do not provide a wide variety of ways for children to learn about and to use technology.

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 invited the manager to carry out a joint observation of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

The Little Red Hen Nursery School was registered in 2009. It is located in church premises in a residential road in Battersea in the London borough of Wandsworth. The nursery is open during school term time. Sessions take place from 9.30am to 12.30pm and from 1pm to 3pm with flexibility to offer attendance from 9.30am to 3pm, subject to demand. Children have access to a partly covered courtyard which is enclosed on all sides, and a secure garden area outside which is accessed directly from the main hall. There are seven staff who work with children, five of whom hold appropriate early years qualifications. The manager holds a Montessori qualification at level 4; two staff members hold qualifications at level 3; two staff members hold qualifications at level 2; and two staff members are unqualified. The nursery supports children with special educational needs and/or disabilities. The nursery receives early years funding for places for children aged three and four years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 27 children in the early years range on roll. The nursery uses the Montessori approach, combined with learning through play.

What the setting needs to do to improve further

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

- develop children's understanding of story structure and engagement with books further by providing story props for their use, such as puppets, story sacks
- develop further opportunities for children to learn about and to use technology.

Inspection judgements

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

Children make good progress in their learning. Staff plan well to provide suitable levels of challenge which meet children's individual needs. They reflect children's interests, which leads to children engaging well with activities. Staff use information from regular assessments of children to inform planning so that children's next steps are determined well. Staff encourage children to be independent learners through the Montessori approach to learning. For instance, children select activities of their choice and according to their ability from a range of Montessori resources. This is balanced by adult-led activities, which provides further structure to children's learning. Children's learning is enriched through specialist teachers, such as ballet and music teachers.

Staff teach children new vocabulary and promote their language skills well. For example, they play an 'opposites' matching card game where staff teach children words, such as

'light, heavy' and 'happy, sad'. Staff extend children's learning by asking them how they know if someone is happy or sad. This leads children to think carefully and to use their language skills to respond. Staff promote children's early mathematics skills well. They have a number of the week and design activities to teach children to count and group items. For instance, children draw around their hands and staff encourage children to count their fingers. Staff teach children to recognise and order numbers to ten by pegging written numerals in order on a number line. This also supports children's small muscle control. Children recognise their names on name cards when they arrive and use them to practise writing their names. This supports children's early literacy skills. However, although staff provide a range of books, children do not make full use of the book corner to engage with stories. Staff sing songs with children, who follow and sequence actions in songs. They learn about the different sounds of instruments and this helps children to develop listening skills, which supports early literacy. Although children sometimes use technology in activities, this is not regularly or widely available, so their experiences in using technology are not fully developed. Children select their own activities from a range of Montessori resources. For instance, they choose to put lids on different sized jars and use polishing cloths to polish mirrors. This helps children to develop small muscle control. Staff talk to children about their three-dimensional models created from play dough using a range of tools and materials. This supports children's creative skills.

Staff provide a wide range of outdoor learning opportunities. Children run and jump across the spacious outdoor area. They climb across frames and push wheeled toys around space skilfully. Staff provide children with brushes and water to paint surfaces, which helps their small muscle development. They enjoy making marks on the ground using chalk, which supports their early writing skills. Children plant and grow seeds and staff teach them about the life cycle of plants.

Staff provide written summaries of progress checks carried out on children aged two and this helps to keep parents up to date on children's progress. Children with special educational needs and/or disabilities make good progress. This is because staff work closely with health professionals and parents to devise individual plans to support children. They assess and review children's progress regularly so that their needs are met accurately.

Staff keep parents well-informed of their children's progress. They have regular parents' meetings where staff discuss children's development and review learning journals with parents. Staff encourage parents to share observations of their children, which they use to inform planning. Parents visit the nursery to share their cooking skills with children. These activities provide good opportunities for parents to take part in children's learning.

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

Staff value each child and build strong warm relationships with them. They greet children individually as they arrive and have good knowledge of children's personalities. Staff use this information to provide activities that interest children. This helps children to settle well and to enjoy being at nursery. The nursery is generally well resourced and attractively

designed which supports children's well-being. Children follow routines well because they are easy to follow, and this helps children to feel secure.

Children are clear about staff's expectations for behaviour because staff discuss agreed rules with them. They remind children of the need to have 'listening ears' when seated at group discussion time. Staff display group rules in pictures to reinforce their expectations. They use praise to motivate children to behave in positive ways. As a result, children behave well. Staff manage key changes in the nursery routine, such as tidy-up time and lunch time, well, through calm organisation and clear instructions to children. Children learn about cultural differences because staff talk about and celebrate special events, such as Eid.

Staff are good role models of safety. They show children how to carry tools and materials safely. Staff teach children to walk indoors and how to use the outdoor area safely. Children behave in safe ways by negotiating outdoor space carefully as they used wheeled toys. They line up and walk sensibly, one behind the other, around the building.

Children have good hygiene routines. They wash their hands independently at appropriate times. Children are encouraged by staff to put on their outer clothing themselves, with staff offering support as needed. Staff change nappies in clean, comfortable areas which helps to prevent cross infection. Children learn to eat healthily because staff provide healthy fruit and vegetable snacks and fresh drinking water. Children select snacks independently. Staff enable children to take responsibility for small tasks, such as giving out cups at snack time. Staff cater for special dietary needs which helps to prevent children from eating unsuitable foods. Staff teach children good physical skills to keep them strong and flexible. They take children out into the garden each day for fresh air and physical exercise on a range of equipment.

Children enjoy continuity of care and learning because they remain with the same member of staff in mixed-age-range key groups. Children who move to school receive good support. Local teachers visit the nursery to get to know pre-school children, which helps them to settle readily at school.

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

Management has good awareness and understanding of its role in relation to the Early Years Foundation Stage framework. It has implemented a wide range of policies and procedures to help ensure children's safety. For instance, staff have good knowledge of procedures to follow should they be concerned about a child's welfare. Staff carry out regular fire drills which helps to ensure that children know how to respond in an emergency. Four staff are qualified in first aid and are deployed well so that they are readily accessible when required. This helps to protect children from harm. Staff are assessed well for their roles because management carries out a series of background checks on staff. This helps to keep children safe.

Management has effective ways to ensure quality of planning and assessment. It checks all assessment records of children during staff supervision and reviews planning on a weekly basis. The manager works in the group room with children, so directly observes staff practice. This provides clear insight into the quality of staff interaction with children and supports monitoring further. Staff take suitable action to close gaps in learning because there is an accurate tracking system in place to identify children who need support. Staff receive good levels of support from management to improve job performance. Management supervises staff regularly to provide confidential discussion and help with areas of weakness. Staff have their training needs met well because management carries out yearly appraisals to ascertain staff training requirements. For example, staff attended a course in playful learning, which led to staff using different approaches to engage children in activities.

Staff support children's learning well through effective partnerships with others. They work well with local community health professionals to support children with special educational needs and/or disabilities. Staff have good links with parents by providing opportunities for them to contribute to children's learning and are kept up to date on children's development. They work well with local school staff to support children who move to school. Children enjoy continuity of care and learning because they are in mixed-age key groups. This ensures that are cared for by the same member of staff throughout their time at nursery.

Management works hard to continuously improve the nursery. It evaluates all aspects of the nursery's practice and has identified clear goals. For instance, management plans to enhance the outdoor provision to provide greater learning opportunities for children. Previous recommendations have been met, such as better nappy changing facilities. The nursery has good capacity to improve outcomes for 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY403121
Local authority	Wandsworth
Inspection number	844911
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	27
Name of provider	Zara Marie Katherine Stocker
Date of previous inspection	30/11/2010
Telephone number	0208 7784832

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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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