

# Little Crickets Nursery School



The Sports Pavillion, Herriard Green, Near Basingstoke, Hampshire, RG25 2PD

**Inspection date** 27 April 2015  
Previous inspection date 7 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are highly confident and self-motivated to learn. This is because staff take genuine interest in children's learning and provide good quality teaching in order to support all children to make good progress.
- Children are developing good communication skills because staff talk to children constantly. Furthermore, children regularly choose books to look at and practise their letter sounds and early writing skills, which support their early literacy skills well.
- The key-person group work system helps children to form secure attachments. This promotes children's emotional well-being effectively, and provides a strong base for their learning.
- Safeguarding practice is secure because all staff attend relevant training. They all understand the role they play in ensuring that all children are kept safe from harm. Practice is effectively underpinned with relevant policies and procedures.
- All staff have a positive attitude to continuous development and understand their role to support children's learning and development. They feel very supported by the staff team, to constantly reflect and improve their practice further.

### It is not yet outstanding because:

- At times, staff interrupt children's play to get them to join whole or small group activities, meaning children are not always able to finish what they are doing. Children complete many worksheets rather than freely exploring more practical activities at a level suitable to their age and abilities.
- Staff do not consistently plan and consider how they can best promote children's all-round learning in the outdoor area.

## What the setting needs to do to improve further

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

- extend children's opportunities for uninterrupted time to play, explore and pursue their learning, by giving them greater independence, responsibilities and freedom of choice in their learning
- enhance the range of challenging learning opportunities during outdoor play to build on children's investigations and exploration in all areas of development.

### Inspection activities

- The inspector observed activities in the inside and outside learning environments.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning profiles, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the manager, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are well prepared for their move onto school. They have a good attitude to learning and develop skills to support them in the future. For example, they make relationships with others easily, care for resources and concentrate for long periods. Staff are experienced, knowledgeable and skilfully teach children to ensure that they are progressing well in their development. Staff know the children well and successfully monitor their next steps in their learning. However, staff plan activities that are not always the most relevant way to challenge children and there are times when staff interrupt children's play in favour of group activities. Nonetheless, staff plan a varied range of interesting themes and experiences which ignite children's curiosity. For example, the children have been learning about a butterfly's life. Children discuss the process in detail and excitably talk about caterpillars and butterflies.

### **The contribution of the early years provision to the well-being of children is good**

Staff support children well when they first start at the nursery. Staff work closely with parents to obtain detailed information from them about their child. This promotes strong partnerships with parents. Children's emotional well-being is well supported because the staff provide good opportunities for children to flourish. Children are well mannered, polite and they behave exceptionally well. There are positive relationships between staff and children. Staff arrange visits to the nursery from people in the local community, which support children's understanding of the wider world. Staff consider children's health as they promote healthy eating and regular exercise. Children thoroughly enjoy being outside and use the space to run and develop their physical skills, kicking balls and rolling hoops. However, staff do not always provide a wide range of accessible resources to promote the all-round learning of children who learn best outdoors.

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

The team works well together to identify key areas for improvement. They regularly reflect on practice, discuss children's progress and identify any training needs, to help them provide positive learning experiences for children. Safeguarding procedures are clear and understood by all staff. They know the procedure to follow if they are concerned about a child's welfare. In addition, risk assessments of all areas are thorough and minimise any hazards. Parents receive regular feedback, helping them to feel included in their child's learning. Staff work alongside parents to complete the required progress check for two-year-old children and share the written summary with them. Parents speak positively about the nursery. Staff work effectively in partnership with local schools, this aids the smooth move of children to school.

## Setting details

<b>Unique reference number</b>	EY409469
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	831761
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Nicola Helen Van der Gucht
<b>Date of previous inspection</b>	7 February 2011
<b>Telephone number</b>	01256 384 114

Little Crickets Nursery School registered in 2010. It operates from the sports pavilion in Herriard Green, near Basingstoke, Hampshire. The nursery opens five mornings a week during school term time only. Sessions operate from 8.15am until 12.45pm. There are nine members of staff employed by the nursery to work directly with the children. All staff hold a suitable childcare qualification ranging from level 3 up to degree level. The nursery receives funding for the provision of early education to children aged three-and four-year olds.

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