

# Little Haven Nursery School

The Guide Headquarters and The White Lodge Hall, The Drive, Banstead, Surrey,  
SM7 1DA



## Inspection date

26 April 2016

Previous inspection date

5 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress in mathematics. They use the many opportunities and resources provided by staff to count and recognise numbers. For example, children measure themselves against the measuring chart to see how tall they are and read numbers on the measuring tape to find out how tall their models are.
- Children settle well into the nursery and later on in school. Staff build strong partnerships with parents and the local schools to provide continuity for children's care and learning.
- Children make good progress in understanding the world because the activities are interesting and motivate children to learn. For example, children learn what to pack in a suitcase when travelling to another country and learn about foods that are grown underground or above ground.
- Leadership and management are good. The manager carries out regular supervision meetings and models teaching to staff to help them improve their practice.

### It is not yet outstanding because:

- At times, staff do not encourage children to think for themselves and express their views and ideas.
- Staff do not make full use of daily routines to help children to develop their independence and manage achievable tasks for themselves.

## What the setting needs to do to improve further

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

- encourage children to manage tasks they can do for themselves to develop their independence skills further
- seize opportunities to encourage children to develop their ideas and thinking skills further.

### Inspection activities

- The inspector observed the children and their interactions with staff.
- The inspector held discussions with the manager.
- The inspector took account of the views of parents, staff and children.
- The inspector viewed a sample of documents, including children's learning records, records of suitability and policies.
- The inspector carried out a joint observation with the manager.

### Inspector

Ludmilla Pillay

## Inspection findings

### Effectiveness of the leadership and management is good

The manager oversees the organisation of the nursery well. She ensures that staff have the opportunity to meet each week to monitor children's learning and plan activities to support this further. Safeguarding is effective. Staff know the procedures to follow to protect children's welfare. Recruitment processes are robust and ensure that staff are suitable to work with children. The manager uses the close links developed with local schools well to help prepare children in readiness for their school experiences. She identifies further training needs with staff that enable them to continue to extend their knowledge of how children learn. For example, safeguarding training has helped staff to understand that children learn effectively when they are happy and feel safe. Staff work closely with outside professionals, such as the speech and language therapist, to ensure that children who need extra help are supported well. Staff are continually looking at ways in which they can make improvements. For example, they ensure that the resources available to children are of a high quality.

### Quality of teaching, learning and assessment is good

Staff plan activities that reflect children's interests and that support their motivation to learn. For example, in the block play area, children pretend to be builders. They wear hard hats and use tools to construct towers. Children learn about the life cycle of a butterfly. They use the words 'cocoon' and 'chrysalis' when describing the changes from a caterpillar to a butterfly. Staff help children to extend their learning by providing them with many resources. For example, they use a butterfly and cocoon story sack, and books where children can count the number of caterpillars on each page.

### Personal development, behaviour and welfare are good

The settling-in process for new children is effective and they settle quickly into nursery. For example, parents are invited to stay and play with their children during settling-in times. Staff and parents share information regularly to ensure good continuity of health and care plans for children with special educational needs. Children's behaviour is good. Staff consistently model and guide children. For example, when they help each other to make models, they take turns and share resources. Staff teach children to develop good hygiene habits, such as washing hands after using the toilet. They teach children about diversity, such as by inviting parents to come in to the nursery to share their experiences of what it is like to be a pilot and about foods that are eaten in other countries.

### Outcomes for children are good

All children make good progress in relation to their starting points. They enjoy looking at books and concentrate well, for example, they sit and listen at group times. They develop confidence and are prepared well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	122739
<b>Local authority</b>	Surrey
<b>Inspection number</b>	825308
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Heather Freemantle
<b>Date of previous inspection</b>	5 July 2011
<b>Telephone number</b>	01737 213034

Little Haven Nursery School opened in 1990. It operates from the Guide headquarters in Banstead, Surrey. The setting operates between 8.50am and midday from Monday to Friday and between 12.30pm and 3pm on Tuesday, Wednesday and Thursday during term time only. The setting receives funding for the provision of free early education for children aged three and four years. Seven staff work with the children. Of these, two hold Qualified Teacher Status, one has an early years qualification at level 5, three have an early years qualification at level 3 and one has a qualification at level 2. At the time of the inspection, the setting had just moved to new premises.

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