

The Little School at Pooh Corner



Inmans Lane, Sheet, Petersfield, Hampshire GU32 2NA

Inspection date	8 April 2019
Previous inspection date	3 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- The provider and manager demonstrate a dedicated commitment to making improvements. They regularly review ongoing action plans and set clear targets to improve outcomes for children.
- The manager and staff monitor the progress of individual children and different groups well. This enables them to identify any gaps swiftly and provide good support for children to catch up quickly.
- Staff have good opportunities to develop their knowledge and skills further through professional development. For example, they proudly use new ideas gained through training to help support good outcomes for children.
- Children behave well and show care and consideration for others. They respond positively to gentle reminders from staff to share, take turns and listen to what their friends have to say.
- Staff share information with parents about their child's daily achievements and progress. They inform them of what children do at the nursery and provide ways to extend their learning at home.
- The friendly staff team provide a nurturing environment, which gives children a strong sense of belonging. Children receive regular praise for their achievements, which contributes towards raising their confidence and self-esteem.
- On occasion, staff in the toddler room do not manage routines as well as they could. For example, children lose focus in activities because they are kept waiting too long, in particular while staff prepare for outings.
- At times, staff miss opportunities to challenge children and extend their thinking and learning as fully as possible to help them make the best possible progress.

What the setting needs to do to improve further

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

- review the organisation of routines, to minimise distractions and to keep all children interested and engaged in activities, in particular prior to outings
- use all opportunities to challenge children and extend their thinking and learning, to help them make the best possible progress.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and manager know to notify Ofsted of any significant events. They understand how to manage any incidents that occur and share this information with parents. The provider and manager are good at evaluating their provision. They regularly update their policies and procedures and ensure they are embedded into daily practice. For example, the regular review of daily safety checks and risk assessments help ensure that children always play in a safe environment and are not exposed to risks. All staff demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection procedures well and understand wider safeguarding issues. Effective recruitment and vetting procedures help to ensure that staff working with children are suitable to do so. Staff receive a detailed induction process, such as initial training and ongoing monitoring and guidance, to ensure good levels of consistent practice.

Quality of teaching, learning and assessment is good

Staff make regular assessments of children's progress and provide a variety of learning experiences that follow children's interests and meet their developmental needs. Children approach their play with enthusiasm and are eager to join in. They experiment and learn to use different equipment, such as nuts, bolts and screws. This helps to support their fine motor skills, in preparation for early writing. Younger children are active. They use their senses and natural curiosity to explore and learn effectively. For example, they enjoy building with blocks and feeling a range of different textures. Early mathematics is encouraged with every age group. For example, babies develop an awareness of number, as they explore the resources in their immediate environment. Older children learn to think about shape and measure.

Personal development, behaviour and welfare are good

Staff manage children's personal care needs well and foster their emotional well-being effectively. They share information with parents, to ensure continuity in children's care and welfare. The manager maintains ratios at all times. Staff are deployed well and supervise children vigilantly. Children learn how to keep themselves safe during their play and are involved in assessing risks in their surroundings. For example, they learn how to stay safe when crossing roads and when using tools and equipment. Children have wonderful opportunities to explore the natural world. For example, they have daily visits to the alpaca farm and nursery allotment. Children dig in the soil and eagerly hunt for bugs. Staff follow children's interests, such as in bees and discuss how they produce honey. Staff support children to develop healthy lifestyles effectively. For example, they provide nutritious meals and discuss the benefits of eating well.

Outcomes for children are good

All children, including those who with special educational needs and/or disabilities and those learning English as an additional language, make good progress. Younger children display good mobility and coordination. They develop their personal and social skills well. Older children practise writing and learn the sounds of letters. All children acquire the skills that they need to continue their successful learning at school.

Setting details

Unique reference number	EY301520
Local authority	Hampshire
Inspection number	10101698
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	80
Number of children on roll	89
Name of registered person	Matthews, Patricia Lynne
Registered person unique reference number	RP905628
Date of previous inspection	3 June 2013
Telephone number	01730 268764

The Little School at Pooh Corner registered in 1990. It operates from a purpose-built building in the village of Sheet, Hampshire. The nursery is open five days a week from 7am to 7pm, all year round. There are 20 staff members who work with the children, of whom 11 hold a relevant level 3 early years qualification and three hold higher early years qualifications. The nursery receives funding for free early education for children aged two, three and four years.

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