

Inspection of The Little School On The Green

St. Peters Church Hall, 3 Church Green, Tadworth, Surrey KT20 7SE

Inspection date: 16 January 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this highly nurturing and enabling setting. Staff successfully help new children to feel safe and secure. They quickly become familiar with the routine of visiting the nearby woodland. Children are highly motivated to join in with the wide range of stimulating experiences provided. They independently choose items that they need for their imaginative play. For example, they carefully select tools such as hammers and saws to help build their pirate ship and den. Children show that they have a secure understanding about how to use these effectively and safely.

Children are extremely well behaved. They demonstrate wonderful respect towards each other and the environment. For instance, they very carefully handle wildlife during their bug huts and discuss how tiny the creatures are. Children watch in awe and wonder at the nature surrounding them. The attentive staff naturally guide children's learning and introduce new words, such as 'delicate', to enhance their vocabulary. Children have strong relationships with staff. They encourage children to develop high levels of confidence. For instance, children learn how to set themselves challenges, such as climbing trees and safely using swing ropes and tyres.

Children have ample opportunities to be physically active. Staff skilfully use nearby woodland as an effective teaching area for children. They help children to develop excellent control and coordination, and build on children's confidence. For instance, they help children to take risks in their play, such as learning to balance on fallen tree trunks.

What does the early years setting do well and what does it need to do better?

- The well-qualified provider and the enthusiastic staff team are passionate about providing high-quality, inclusive care and learning to all children. They work together extremely well and evaluate all the experiences provided. Staff attend purposeful professional development to enhance children's learning. For instance, a focus on storytelling has had a positive impact on children's participation during these times.
- Staff place a high priority on promoting children's communication skills and their self-esteem. They skilfully join in with children's play and enhance the children's vocabulary. Staff sensitively use probing questions to help children to think and respond with their ideas. Very young children show that they are developing confidence in their language skills. For instance, they explain in detail the games that they are playing.
- Staff skilfully use nearby woodland as an effective teaching area for children. As a result, children have ample opportunities to be physically active. Staff help

them to develop excellent control and coordination, and build on their confidence. For instance, they help children to take risks in their play, such as learning to balance on fallen tree trunks.

- Older children have enormous fun and develop exciting games, such as flying in their pretend helicopter and playing in a pirate ship. They create treasure maps and discuss the creatures that may be found in the sea. Younger children enjoy recreating favourite stories, such as 'Goldilocks and the Three Bears' indoors and in the woods. They confidently act out roles that they are familiar with and repeat phrases that they know.
- The skilful staff naturally interact with children. They effortlessly extend children's knowledge and skills. For example, staff weave mathematical language into children's play. Older children calculate how far their pretend cannon balls will travel. Younger children routinely count the numbers of legs seen on insects that they find.
- Staff have high expectations for all children. Clear messages help to support children's emotional well-being. Staff are extremely aware of each child's individual needs. They work closely with parents to gain detailed information about their children. Staff quickly seek guidance and support to help ensure that early intervention helps children to make the best possible progress.
- Staff organise a wealth of rich experiences that broaden children's learning. They carefully plan activities to help children understand about the wider world. For example, they learn about the habitat of animals and the different types of homes that people may live in. Children also experience cooking from around the world, such as making Chinese crackers.
- Staff have highly effective relationships with parents and other providers where children attend. They share information about children's learning and how this can be further supported at home. For instance, parents borrow book bags which contain a variety of information to build on what children know and can do. Parents speak highly about the staff and say that their children settled extremely well.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge about the signs and symptoms of abuse. They attend regular training about child protection, including wider safeguarding issues. They know the procedures to follow if they are worried about adults caring for them. They are highly vigilant of children. Staff provide consistent messages to children, such as reminding them about how to safely toast their marshmallows. Children inform the inspector about how they need to look right and left before crossing a road leading to the woodland. The provider follows robust recruitment and induction procedures to help ensure staff's suitability. This is continually monitored through supervision meetings and regular discussions.

Setting details

Unique reference number	EY334749
Local authority	Surrey
Inspection number	10128722
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	2 to 4
Total number of places	24
Number of children on roll	53
Name of registered person	Clift, Angela Jane
Registered person unique reference number	RP906702
Telephone number	07887 990516
Date of previous inspection	19 October 2015

Information about this early years setting

The Little School On The Green registered in 2006. It is privately owned and operates from St Peter's Church Hall in Walton on the Hill, Surrey. The nursery school is open each weekday during term time. Sessions are from 9am to 3pm. A lunch club operates from midday until 1pm. The nursery school employs 10 members of staff. Of these, six staff hold appropriate qualifications at level 3 or above. The nursery school is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maura Pigram

Inspection activities

- The provider and a member of the management team showed the inspector around the setting on a learning walk.
- The inspector spoke to the management team, staff, children and parents at appropriate times.
- A member of the management team and the inspector carried out a joint observation and evaluated the effectiveness of teaching and learning.
- The inspector accompanied the children and staff on an outing to local woodland.
- The inspector sampled a range of documentation, including evidence of staff's suitability and training.

We carried out this inspection 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.

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