

Inspection of Little Harriers

Building 138, Dunsfold Park, Cranleigh, Surrey GU6 8TB

Inspection date: 4 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy in this friendly pre-school. They are warmly welcomed on arrival and settle quickly, which demonstrates they feel secure and happy. Children arrive with big smiles, ready to start their day. They eagerly take off their shoes and coats and hang up their belongings, finding where their peg is by identifying the first letter of their name. Children confidently move around, choosing where and what they want to play with.

Children form close bonds with their key person. They benefit from sharing well-planned activities which give them opportunities to learn across a broad and balanced curriculum. Staff have high expectations and focus particularly on helping children with their social and language development. Children make good progress and are active learners.

Children are very well behaved. They keep busy and play happily together, sharing ideas, and are eager to learn new things. They listen to and follow instructions well. For example, they understand how to get ready to go to forest school and listen carefully for their name to get on the minibus. Children bubble with excitement as they travel to the woods, discussing with staff what adventure may be waiting for them today.

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

- Throughout the pre-school, there is a strong key-person system that is well established and works well. Parents talk with fondness about the relationships they share with their children's key person. Children enjoy warm, friendly interactions from the staff who care for them. All children are relaxed and emotionally secure.
- The manager and staff implement a curriculum that is exciting and promotes children's interests. Staff provide opportunities for children to be curious and explore. For example, children find leaves and sweet chestnuts as they play outside at forest school. They demonstrate their knowledge as they talk to staff about the leaves changing colour and falling from the trees in autumn. This triggers their curiosity, and they return inside to take a closer look at the leaves with magnifying glasses.
- Children are encouraged to develop their communication and language skills. Staff surround children with a rich selection of books, stories and conversations to match their current interests. However, staff do not always use a wide range of questioning techniques to extend children's learning. Therefore, children's problem-solving and critical-thinking skills are not fully enhanced.
- Staff identify children with special educational needs and/or disabilities and provide them with additional support. These early interventions help to narrow

gaps in children's attainment so that all children progress well in their learning.

- Staff help children to begin to develop an understanding of healthy eating habits. For example, children talk about the nutritious food that they enjoy at mealtimes, and they begin to understand what healthy eating choices look like. Children have access to fresh drinking water. They develop good table manners.
- The managers are knowledgeable and passionate about the pre-school. They support staff by carrying out supervisions and appraisals to help improve their practice. Staff attend training to enhance their knowledge and further support children's learning.
- Children are praised for positive behaviour and encouraged to be kind and share with their friends. They are given roles in the pre-school, such as setting the table for lunch or putting away the letter mats. This gives children a sense of pride in their environment, which contributes to positive attitudes.
- Staff work hard to follow children's lead and interests. For example, children enjoy mixing water with flour and pasta in the heavy-duty plastic tray. Staff talk to the children to introduce some new vocabulary, such as 'sticky', 'gloopy' and 'runny', as they mix the pretend cakes.
- Partnerships with parents are strong. Parents speak highly of the pre-school and staff. They state that their children are keen to attend, have developed strong attachments and feel secure. Communication is excellent, and parents receive daily updates on their children's routines and progress. Staff encourage parents to support the children's next steps with ideas to continue learning at home. This helps support consistency in learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure knowledge of child protection. They are able to recognise signs of abuse and neglect, and they know what to do in the event of a disclosure. They know the procedures to follow if they have a concern about a child, and the referral process to outside agencies. Staff receive regular training in safeguarding. Managers check the suitability of staff and have a sound staff recruitment process in place. All staff are trained in paediatric first aid. This ensures they support children effectively in the event of an accident. Staff carry out regular risk assessments of the environment, including the woods, to ensure children's safety at all times.

What does the setting need to do to improve?

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

- help staff develop effective questioning techniques to enhance children's critical-thinking and problem-solving skills.

Setting details

Unique reference number	2593849
Local authority	Surrey
Inspection number	10249194
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	32
Number of children on roll	31
Name of registered person	Little Harriers Limited
Registered person unique reference number	RP535219
Telephone number	01483 277299
Date of previous inspection	Not applicable

Information about this early years setting

Little Harriers registered in 2020 and is located in Cranleigh, Surrey. The pre-school operates throughout the year, from 8am to 6pm, Monday to Friday. The pre-school employs 15 members of staff. Of these, 12 have an early years qualification at level 3 or above, including two who hold level 6. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The managers and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and managers about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a forest school activity with the managers.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents and read a variety of written comments during the inspection and took account of their views.

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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