

Inspection of The Little School at Pooh Corner

The Little School Day Nursery, Unit 5, Lockyer Court, Inmans Lane, Petersfield
GU32 2NA

Inspection date: 31 October 2023

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

The staff are happy and enthusiastic when they greet children as they arrive at nursery. This makes children feel welcome and gives them a sense of belonging. Parents express how they value communication from staff when they drop their children off and pick them up from nursery. Staff are sensitive in their interactions and children go to them for comfort and support. Staff understand the importance of building strong relationships and attachments to help children feel safe and secure. As a result, children feel confident to explore their environment and understand they have a secure base to return to.

Children show their delight through facial expressions as they jump and splash in muddy puddles that have been created by the previous night's rainfall. Staff share their excitement and ask thought-provoking questions that require the children to make connections between their thoughts and their experience. For example, they ask the children where they think all the water has come from and why the water has turned brown. Staff give children time to think and make connections. While children are engrossed in their explorations, staff discuss new words, such as 'squelching' and 'oozing', with children. They then relate this to a story they know. The staff act out the story with the children and make-believe by pretending. This supports children's communication, language and creativity when using their imaginations in their play.

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

- The owner and staff have created a curriculum that is well sequenced and builds on children's existing knowledge. This shapes the children's learning and development as they transition through the nursery rooms. Managers and staff work closely together to reflect on the children's learning and strengthen the curriculum. Therefore, children learn new skills that prepare them for the next stage of their development and they make good progress.
- Children demonstrate their understanding when responding well to the appropriate rules and boundaries that are consistently reinforced by staff. Children are polite and confident to engage in two-way conversations with others. Staff role model expected behaviour effectively, which is reflected in the children's positive attitudes towards each other and their learning.
- Staff consistently reinforce good hygiene routines for children to follow. Children learn healthy foundations of keeping themselves clean. They wash their hands before meals and sit well at the table when they eat. Staff support children and teach them new skills at this time. For instance, staff teach children how to push their rice onto their forks by using their knife. Children are generously praised for their efforts and show persistence in this task. Children build strong foundations to help them manage their own self-care needs.

- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCo) understands her role and responsibility to support the staff, children and their families. The SENCo and staff work closely together and alongside external partners to provide individualised care for children that require additional support. Staff tailor personal plans with strategies and activities that support the children's needs. As a result, children make good progress from their starting points.
- Children are active in their learning and hands-on in their investigations. Staff encourage and support their curiosity during their play. However, at times, staff do not take full advantage of opportunities to extend the children's creativity further. For example, on occasion, they do not facilitate children's ideas and suggestions for developing an activity. This does not fully support and motivate children to build on their learning further.
- Managers and leaders demonstrate dedication to developing a strong team to support the children and their families. They closely monitor practice. This enables them to reflect and evaluate how they can enhance provision to give children the best care and learning opportunities. With a clear vision for ongoing improvements, managers and leaders are committed to driving forward the practice and provision for the children.
- Parents are appreciative of the care and education that their children receive while they are at nursery. They express that they are kept updated with their children's learning and have good relationships with the staff.

Safeguarding

The arrangements for safeguarding are effective.

Managers and leaders regularly monitor staff's safeguarding knowledge and understanding. Staff speak confidently about their roles and responsibilities to protect children and keep them safe. They demonstrate their awareness of the procedure to follow when responding to concerns that could suggest a child is suffering from abuse. Staff explain the importance of acting quickly and reporting concerns without delay to ensure that they are addressed at the earliest opportunity. They understand the fire evacuation procedure. They regularly practise this to ensure that children and staff exit the building as safely and swiftly as possible in an emergency.

What does the setting need to do to improve?

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

- strengthen staff's skills in building on children's own ideas during activities to further enhance children's individual learning.

Setting details

Unique reference number	2739404
Local authority	Hampshire
Inspection number	10311543
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	0 to 4
Total number of places	60
Number of children on roll	65
Name of registered person	Silvanus Education Ltd
Registered person unique reference number	2739403
Telephone number	01730 268764
Date of previous inspection	Not applicable

Information about this early years setting

Little School at Pooh Corner registered in 2023. The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 7pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 SENCo spoke to the inspector about how they support children with SEND.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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