

Inspection of Little Harriers

Building 138-139, Dunsfold Park, Stovolds Hill, Cranleigh, Surrey GU6 8TB

Inspection date: 2 December 2024

Overall effectiveness	Outstanding
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 thrive and flourish at this exceptionally nurturing and well-organised nursery. Babies develop close bonds with warm and friendly practitioners who know them well. They cuddle together and share caring smiles as they start their day. Older children arrive with remarkable confidence. They demonstrate independence as they place their belongings away and eagerly find their friends. Children feel safe and secure in this superbly welcoming environment.

Activities provided are exciting and engaging. For example, children laugh and giggle with joy as they play in pretend snow in the garden. Knowledgeable practitioners extend children's understanding of the changing seasons. Children demonstrate what they know. They talk about how ice melts when the temperature increases and discuss the importance of dressing in warm clothes. Children express themselves clearly and develop highly positive attitudes to learning.

Leaders have enthusiasm and passion for the learning environment they have designed. They create an ambitious curriculum that immerses children in nature and teaches them about the world around them. For example, children explore the woodland with excitement. Staff teach them about wildlife in the forest. Together they quietly listen for different birds. Children explain that they can hear a robin in the trees. Children's knowledge is consistently fostered and increased.

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

- Practitioners have an excellent understanding of the curriculum and implement it extremely effectively. They plan activities that build on children's current interests and knowledge. For example, when young children have a favourite book, they create an interesting exploration tray that includes different characters and items from the story. Practitioners then use these experiences to extend what children know and remember. Practitioners monitor children's progress carefully through effective ongoing assessment. This means that children thrive through fun and challenging learning activities that consistently extend their knowledge.
- Leaders develop the curriculum to ensure that children continually acquire new information from all areas of learning. For example, leaders create an art programme that teaches children about famous artists. Children express themselves freely as they imitate a variety of artwork. Practitioners use this to build discussions about colour and how art can make them feel. Through activities such as these, children's experiences are broadened and creativity is actively increased.
- Children's communication and language skills are consistently promoted. For example, babies receive sensitive interactions of the highest quality. Practitioners

sing with them in the garden and blow bubbles. Babies demonstrate awe and excitement. Practitioners teach them words, such as 'pop' and 'wow'. Furthermore, children receive meaningful interaction through conversation. For example, practitioners add words, such as 'ginger' and 'peppermint', as children make scented play dough. Children develop a meaningful vocabulary that demonstrates the breadth of their experiences.

- Children act with kindness and respect. They have a clear understanding of rules and boundaries. Practitioners implement behavioural expectations clearly and fairly. For example, when older children are in the forest, they recall and discuss the rules they must follow to keep themselves safe. They demonstrate to their friends how to correctly and safely carry large resources, such as sticks. Furthermore, younger children begin to understand the meaning of phrases such as 'kind hands' and 'walking feet'. Across the nursery, children demonstrate responsibility for their actions and behave tremendously well.
- Leaders have an excellent understanding of their unique location. They create learning opportunities to increase children's understanding of the local community and the world around them. For example, they exchange letters with another nursery, located near a coastal city. Practitioners support children to send pictures and stories about what they have been doing. This enables children to learn about similarities and differences between themselves and others. Furthermore, leaders create links with local places of worship. Practitioners teach children about culture and religious festivals, such as Easter. Children develop an awareness of the wider community and the people within it.
- Practitioners report high levels of well-being. They feel incredibly well supported in their roles. Leaders provide continuous support and review of their practice. Practitioners explain that this is highly positive, and they consistently receive training that increases their skills. Through this, teaching standards are consistently raised to the highest level.
- Parents are notably complimentary of the care and communication they receive. They are involved in their child's education and feel well informed about care routines. For example, parents explain that they receive information to extend children's learning. Leaders have devised a home-learning programme with a dedicated coordinator. Practitioners provide exciting activities that parents can easily do at home. Partnerships are exceptionally strong and effective.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY289534
Local authority	Surrey
Inspection number	10368540
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 at time of inspection	0 to 4
Total number of places	80
Number of children on roll	133
Name of registered person	Little Harriers Limited
Registered person unique reference number	RP535219
Telephone number	01483 277299
Date of previous inspection	25 March 2019

Information about this early years setting

Little Harriers nursery opened in 2004. It is located at Dunsfold Park, near Cranleigh, Surrey. The nursery is open Monday to Friday, from 8am to 6pm, for most of the year. There are 34 members of staff, of whom 26 hold relevant childcare qualifications at levels 2 to 6. The setting is in receipt of funding for the provision of government funded education for children aged nine months to four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an outdoor learning activity with leaders.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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