

The Little School at Pooh Corner

Inspection report for early years provision

Unique reference number EY301520
Inspection date 12/11/2008
Inspector Amanda Shedden

Setting address The Little School Day Nursery, Unit 5/6, Lockyer Court,
Inmans Lane, Petersfield, Hampshire, GU32 2NA

Telephone number 01730 268 764

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Little School at Pooh Corner was established in 1990 and is registered to care for 40 children. The nursery operates from premises in the village of Sheet and is close to Petersfield and major road networks. The premises at present are not suitable for children with limited mobility. There is no immediate outdoor play area. The nursery visits the nearby park each day. It serves the local and surrounding areas.

There are currently 62 children aged from four months to under five years on roll. This includes 20 funded three and four-year-olds. The nursery opens five days per week all year round from 08:00 until 18:00 and children attend for a variety of sessions. They are on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven full time and four part time members of staff working with the children, the owner and manager are supernumerary. In addition to the manager, six of the staff have early year's qualifications to NVQ level 3 or above and four are currently working towards a recognised qualification.

The nursery is a member of the National Day Nurseries Association and also receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Children enjoy an extensive interesting and stimulating environment that ensures that all children are happy and settled within the nursery. Children are valued and respected due to the staff's understanding of the children's individual care and educational needs. The children's welfare and education are promoted well with all children making good progress towards the early learning goals. All welfare requirements are in place to ensure that the children are safe, however not all the staff and children have practised the evacuation procedure to ensure they would know what to do if an evacuation was necessary. The organisation of the nursery ensures that each age group have their own areas to play in with dedicated staff, each child having their own key person who knows them extremely well. Staff and management meet regularly to discuss and evaluate the provision in order to plan for future development of the nursery and to ensure that all children are fully included.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that all staff and children are fully aware of the evacuation procedure

The leadership and management of the early years provision

The established staff are motivated and work well as a team. All the staff have an excellent understanding of the Foundation Stage and how children learn; they are actively encouraged to undertake training to further increase their knowledge.

The robust procedures in place for the recruitment of staff ensure that all staff working with children are suitable. The effective management system supports communication with all of the staff and supports good practice throughout the nursery. All documentation is in place and maintained to a high standard and it is used effectively to ensure that all staff are aware of their responsibilities, including any volunteers, students or new staff.

Management recognise the importance of planning and record keeping by giving staff non contact time each week to plan, record and prepare the comprehensive and stimulating curriculum.

Partnership with parents and carers is excellent. They are given good quality information about the nursery and the progress their child is making. Young children have daily diaries where information is recorded about their experiences each day as well as their sleep, nappy changes and meal times.

All children have observational reports that are shared with the parents regularly which show all of the activities the children have undertaken and where they link to the Foundation Stage. Parents are asked to contribute their knowledge and progress of their child and any interests or experiences their child has had at home to enable the nursery to work together for the benefit of the child.

The quality and standards of the early years provision

Children flourish in the caring and stimulating environment. Staff's interaction and their understanding of how children learn ensure that the children are happy confident and motivated. The highly qualified staff and high ratios allow staff time to listen to the children and ensure that all activities are purposeful. Staff are attentive and enthusiastic responding to the children's interests and needs. For instance, at lunch time children choose which mat they want, they have a range of pictures on them from the pyramids to the insect world, all of which stimulate good quality conversations with the staff that are sitting with the children supporting them where necessary.

Staff are skilled at planning a balanced programme which covers all areas of development. They use the observations of the children to ensure that the planning is interesting to the children and allows for an excellent balance of child and adult led activities. Outside companies are brought in to enhance the children's skills each week, children work with a French teacher and they also have a sports coach who supports their co- ordination and physical development.

Children are actively encouraged to consider their own safety; they have created a book about keeping safe, this includes photographs they have taken of road signs, traffic lights and the children have written comments about, for instance pressing

the button and waiting to cross the road. They have visitors from the community, the crossing lady, fire and policeman to help them understand about staying safe.

Children are interested and motivated in the activities on offer. They become increasingly independent in their choices and eagerly take part in all that is offered. The babies have their resources rotated frequently ensuring they continue to be interested. Each day they have a wide range of resources to choose from if they are able, staff know them well and are skilled at interpreting their noises and gestures and change the resources as soon as they become restless. Older children self select from the good range of resources that are displayed in a manner which supports their independence.

All children are encouraged to use their imagination. Babies enjoy the sensation of paint on their hands and are amazed as the cars they have rolled in the paint make patterns on the paper. Older children use the permanent creative resource area to paint and glue as often as they wish. They use their imaginations through a range of activities from role play, making marble runs, dressing up or playing with the cars or making train tracks.

Children's communication skills are promoted by the staff; babies are talked to, read and sung to all the time, staff ensuring that they make frequent eye contact, responding to their babbling sounds; older children's skills are promoted through the range of resources and the staff's positive interaction who ask open ended questions. Many of the children progress to being able to write their own names, others making their mark.

The environment is friendly and welcoming to children and parents, bright attractive rooms with displays of children's work and commercial posters give them a sense of belonging.

Children's behaviour is very good, they are aware of the nursery rules, they share and take turns and learn to care for each other. The staff act as good role models saying please and thank you to each other and the children. Children are frequently praised promoting their self esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.