

Little Crickets Nursery School

Inspection report for early years provision

Unique reference number EY409469
Inspection date 07/02/2011
Inspector Lynne Lewington

Setting address The Sports Pavillion, Herriard Green, Near Basingstoke,
Hampshire, RG25 2PD
Telephone number 07766146266
Email nicolahvdg@hotmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Crickets Nursery School was registered in 2010. It operates from the sports pavilion in Herriard Green, near Basingstoke, Hampshire and serves the local rural area. Children have access to an enclosed play area for outdoor play.

The setting opens five mornings a week during school term time only. Sessions operate from 8.15 until 12.45pm. A maximum of 30 children in the early years age range may attend at any one time. Currently there are 26 early years children on roll, 18 receive education funding. The setting accepts children aged between two and five years old. There are eight members of staff employed by the setting to work directly with the children. Of these, four hold a suitable childcare qualification. The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly in this warm caring environment where they form positive relationships with adults and playmates. Adults know the children well ensuring they can support and respond to their individual needs appropriately. Self evaluation is undertaken although parents and staff do not currently fully participate in this process. Staff are enthusiastic and undertake training opportunities to continuously build their skills and expertise.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to make choices from a broad range of activities
- develop the self evaluation of the service offered, taking into account parents and staff views of the service offered.

The effectiveness of leadership and management of the early years provision

Exceptional care is taken to safeguard children. The safeguarding policy is simple and very clear informing both staff and parents of the action the setting will undertake if concerns are raised and also if allegations are made against a member of the staff team. All staff undertake training opportunities to ensure they have a good up to date awareness of current safeguarding procedures. Clear comprehensive, accident, incident and medication records are maintained and shared with parents. Comprehensive risk assessments are in place for the setting and the outside areas ensuring that all risks are managed effectively. The premises

are secure ensuring children cannot leave unsupervised and unwelcome visitors cannot enter the setting. Appropriate references and checks are undertaken on all staff ensuring they are safe to work with young children.

Good use is made of the space in the small playroom although the large hall is not currently used to its full potential to provide the children with a variety of experiences. The setting makes good use of its unique position in the countryside. They use the large playing field and the adventure play park daily for their physical outdoor play ensuring the children get plenty of fresh air and exercise. Toys and equipment are good quality, well cared for and suitable for the age and developmental needs of the children.

Warm friendly relationships develop with parents through good information sharing and the daily face to face contact. Parents speak very highly of the service offered commenting that they feel the staff get to know their children very well and provide a fun learning environment for them to safely play. They feel well informed about progress through the informal information sharing and planned meetings which staff arrange. Newsletters also help to keep them informed. Good relationships with local schools are actively encouraged to aid transition to school. Teachers visit children in the setting and children visit the schools. Staff meet with other early years providers from settings in the area helping to increase good working relationships and knowledge sharing.

A clear equality and diversity policy is in place ensuring all involved understand that the learning environment is accessible to all and that unfair discrimination is challenged. Good care is taken to ensure individuality is respected Staff adapt and gather information to enable them to meet individual need well.

The quality and standards of the early years provision and outcomes for children

Every session has a routine which helps the children to feel confident and secure. They experience a mixture of adult and child initiated play opportunities and outdoor activity every day. However, opportunities for the older children to make free choice in their activity are limited.

Children demonstrate increasing awareness of shape, position and size as they build with wooden bricks. They count as they carefully balance bricks on top of each other demonstrating increasing dexterity and an awareness of quantity. They learn the names of shapes and colours as they play and match shapes to pictures. The younger children increase their awareness as they watch older more able children enabling the children to learn from each other. Children enjoy good quality fact and fiction books which are attractively displayed for them to see. They listen attentively to a story and comment on the pictures developing their understanding and language skills. Later children look at the book independently and narrate the story as they turn the pages demonstrating increasing memory and language skills. Many children recognise their own names and the letters they start and end with, some can write their names independently. They confidently speak out in small

groups about their experiences developing their self esteem and confidence.

Children increase their knowledge and understanding of the world through a variety of activities including cooking and gardening. They regularly undertake cooking activities developing awareness of how ingredients change when they are heated and mixed together. They plant and grow daffodils along the path to nursery, watering and regularly checking on the bulbs progress. They talk about the weather and identify the different clothes they need to wear dependant on the weather.

Social skills develop well as the children learn to listen to each other, to take turns, look after the environment and develop their independence. At snack times they enjoy the social occasion of sitting with their friends. Older children talk about events and activities whilst younger children listen and watch learning from the older children's example. Staff supervise and join in the conversations increasing opportunities for all to be involved. Children demonstrate increasing dexterity as they use rolling pins and cutters in the dough. They enjoy painting, creating their own pictures and experimenting with fruit to make marks on their paper.

Children learn about their own community and through stories and activities about how other people live and the people who help us. A large map of the world is displayed, children send postcards and e-mails from their travels which are linked to the map, adults read stories about different countries, and they talk about and taste food from other countries increasing children's awareness of the wider world.

Excellent care is taken to encourage children to develop their awareness of health and safety. They learn to evacuate the premise swiftly in an emergency; they talk about why they need to do this and the public services which help in emergencies. Children learn to use the play equipment with care both indoors and out. They show an awareness of the need to walk around the playrooms and occasionally the staff gently remind them of why this is important. Children demonstrate a high level of awareness of good hygiene routines; they wash their hand before snack and look in the mirror afterwards to see if they need to wipe their faces. They use tissues independently and throw them in the bin. Staff are vigilant and help the younger children enabling them to learn good hygiene routines. Children enjoy their play and activity in a familiar environment where they have opportunities to develop their senses in the fresh air and a substantial snack to ensure they have sufficient energy. Children enjoy the marmite or plain wholemeal sandwich, fruit and hot chocolate snack they have each day. Water is always available ensuring the children do not become dehydrated.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

