

Little Haven Nursery School



The Guide Headquarters and The White Lodge Hall, The Drive, Banstead, Surrey SM7 1DA

Inspection date	28 January 2019
Previous inspection date	26 April 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The experienced manager shows a deep commitment to continually raise the quality of care and learning in the nursery. She is passionate about improving outcomes for all children and ensuring that they develop the skills needed for the next steps in their learning and the move to school.
- Staff offer a rich and stimulating environment that supports all children to become independent learners. Resources and activities inspire children to learn. All children confidently explore their own interests and demonstrate high levels of inquisitiveness.
- The quality of teaching is outstanding. All staff are highly skilled at using effective questioning techniques, to challenge children to extend their understanding and develop their thinking skills. Children thrive in their care.
- Partnerships with parents, carers, local schools and the community are highly effective and have a significant impact on children's learning, as well as their emotional well-being. Parents speak extremely highly of the staff team and the excellent communication that they receive about their children's progress.
- Children develop an exceptional understanding of the world around them. For instance, they enthusiastically talk about polar bears coming from the Arctic and the temperatures there. Others eagerly pose questions to one another such as, 'What if sharks nibbled our toes?' and consider solutions together.
- Children's individual voices and interests are exceptionally well supported. For example, as they arrive at the nursery they are enthusiastic to show their chosen item to share in circle time. Children confidently stand up to tell their friends about their toys and pass them round so everyone can see.
- Children who speak English as an additional language receive outstanding support. The well-planned environment and the high-quality planned activities help all children make rapid progress.

What the setting needs to do to improve further

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

- continue to develop the already excellent teaching to help children make the best possible progress in mathematics.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is outstanding

The manager and her staff work incredibly well as a team, they are strong role models and have high expectations of all children. The atmosphere throughout the nursery is positive and nurturing. The manager has developed rigorous procedures for recruitment, induction and training to ensure the ongoing suitability of staff. Safeguarding is effective. Staff confidently talk through the steps of the safeguarding procedures and the arrangements for reporting a concern about a child's welfare. Children's development is closely monitored and any gaps in learning are successfully closed. Highly effective self-evaluation ensures that the quality of care and learning is constantly improving. Staff meet with the manager regularly and identify any areas of development or opportunities to improve the provision. For instance, they have identified the potential to enhance children's mathematical skills even further.

Quality of teaching, learning and assessment is outstanding

Children have exceptional imaginative skills. They create their own stories and narrate their play as they work together. For instance, they create a veterinary surgery in their role-play area by laying their huge polar bear on tables. They talk about the bear having a 'tummy ache' and assess him using tools before concluding that he needs 'an ice pack'. Once he is treated they work together to carry him across the nursery and lay him down to rest. Children have superb opportunities to develop hand control and coordination. For example, children demonstrate exceptional levels of concentration as they tap the beat using wooden claves as they sing along to songs. Others carefully roll play dough until it is 'very small' or take great care as they draw precise details on their art work.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptional. Staff create an environment where sharing, turn taking and respect are fostered in all areas of play and learning. Children play extremely well together. They carefully listen to each other's ideas and demonstrate excellent skills of cooperation and collaboration in their play. Children are extremely confident and demonstrate high levels of self-esteem. Self-care skills are fostered exceptionally well. Staff plan a wealth of opportunities for children to learn about the local community. For instance, parents visit to share celebrations, festivals and talk about their jobs. Children enjoy regular visits from a local owl keeper to greet the birds, learn about the role of guide dogs and visit the local farm to learn about caring for animals.

Outcomes for children are outstanding

Children demonstrate the characteristics of effective learning. They develop exceptional literacy skills. For instance, they enjoy sharing stories, independently write their own names and recognise letters of the alphabet. Children confidently use phonics to sound out letters and match them to familiar words, such as m for monster and d for duck. Children are keen problem solvers. For example, they use tongs to pick up small counting pieces and move them between containers. They build constructions using magnetic shapes and explore concepts of 'camouflage' as they hide their images when using drawing boards.

Setting details

Unique reference number	122739
Local authority	Surrey
Inspection number	10066293
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	30
Name of registered person	Freemantle, Heather
Registered person unique reference number	RP512004
Date of previous inspection	26 April 2016
Telephone number	01737 213034

Little Haven Nursery School opened in 1990. The setting operates between 8.50am and midday from Monday to Friday and between 12.30pm and 3pm on Tuesday, Wednesday and Thursday, during term time only. The setting receives funding for the provision of free early education for children aged three and four years. There are nine staff who work with the children. Of these, three hold qualified teacher status, four hold an early years qualification at level 3 and two hold a qualification at level 2.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

