

Inspection date	25 March 2019
Previous inspection date	27 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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 leadership team have developed a meticulous self-evaluation process that demonstrates incredible attention to detail. They systematically seek and act on the views of parents, staff and children to enable them to continually enhance the quality of the nursery to provide the highest standards of care and education.
- Staff are excellent role models and have extremely high expectations of what children can achieve. They plan a superb range of learning experiences that ignite children's curiosity. Children are highly inquisitive and confident learners.
- Children's opportunities to learn about and protect nature are excellent. For instance, they eagerly point out litter when walking so that staff can collect it so it 'does not hurt the animals'. They are curious about where the wind comes from, talk about the cycles that make the leaves fall and consider how birds build nests so high in trees.
- Children are incredible problem solvers and demonstrate exceptional levels of self-motivation to resolve problems independently. For instance, they collaborate closely about which branches they should use to build a door and roof for the house they are building outdoors. They demonstrate inspiring levels of perseverance as they identify how to balance and fix them to the frame.
- Children make excellent progress from their starting points, including those who speak English as an additional language. Highly effective settling-in arrangements ensure that staff quickly build a thorough understanding of children's abilities so planning meets their individual needs from the outset.
- Children concentrate extremely well. They listen incredibly carefully to instructions and demonstrate high levels of independence. For example, the youngest children persevere to feed themselves at lunch time and older children confidently use rope swings and navigate climbing areas with high levels of confidence.
- Partnerships with parents are exceptional. Parents speak extremely highly of the excellent staff and the extensive range of activities and resources that they plan for their children. They are delighted with the excellent progress that their children have made and how quickly they settle into the nursery.

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 excellent systems already in place for staff to share their inspirational practice, to raise the quality of interactions even further.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- 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 managers 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

Safeguarding is effective. Staff have an excellent understanding of the child protection procedures. They talk confidently about their responsibilities to report any concerns or allegations. The leadership team demonstrate a deep commitment to working with other professionals and settings that children attend to offer the best continuity of care. They work closely with their staff to diligently monitor children's progress and swiftly target gaps in children's learning. Managers have developed rigorous systems for recruitment, induction and training to ensure the ongoing suitability of their team. They have developed highly effective programmes for staff supervision to ensure that all staff have an excellent understanding of their roles and responsibilities. For example, all staff have an excellent understanding of the procedures to follow in the event of children requiring medication or being unwell. Nevertheless, they have identified opportunities for staff to share best practice to strengthen the standards of care and education even further.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled at using questioning to challenge children to extend their understanding and become very independent learners. Children's literacy skills are extremely well supported. Staff bring stories to life with inspirational storytelling that quickly captures children's attention and ignites their imaginations. For example, children excitedly recall and act out favourite stories in their forest school. They confidently narrate their play as they prevent the wolf from entering their home and plan how to capture him. Young children eagerly make marks using paint and a wide range of brushes to mix colours on large sheets of cling film. Older children demonstrate excellent pencil control as they write letters to children in other rooms and post them in their post box. Staff are extremely skilled at supporting the youngest children to develop their independence and to find answers to questions. For instance, they listen attentively to stories for sustained periods of time and confidently identify characters in books.

Personal development, behaviour and welfare are outstanding

The key-person system supports children to develop extremely secure relationships. Ratios are consistently maintained and staff deploy themselves extremely well. Staff swiftly and respectfully address all children's personal care needs, such as nappy changes. Children demonstrate high levels of confidence and self-esteem. They are eager to share their ideas and do things for themselves. Children's behaviour is exemplary. They are exceptionally polite and respectful to each other. Children are extremely kind and caring, they are strong role models for the youngest children. For instance, staff create excellent opportunities to build children's sense of belonging by encouraging older children to model self-care skills and support self-care routines.

Outcomes for children are outstanding

Children are extremely well prepared for the next steps in their learning. Opportunities to use technology motivate children to develop an excellent understanding of mathematics and confidently recognise numbers. For instance, older children use interactive screens to count sea creatures and match them to corresponding buttons. Younger children delight in counting out the correct number of stones to match numbers on playing cards.

Setting details

Unique reference number	EY289534
Local authority	Surrey
Inspection number	10100833
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	0 - 4
Total number of places	62
Number of children on roll	95
Name of registered person	Little Harriers Limited
Registered person unique reference number	RP535219
Date of previous inspection	27 July 2015
Telephone number	01483 277299

Little Harriers nursery opened in 2004. It is located at Dunsfold Park, near Cranleigh, Surrey, and follows the Montessori method of teaching. The nursery is open Monday to Friday, from 8am to 6pm, for most of the year. There are 22 staff, of whom sixteen hold relevant childcare qualifications, including one who holds early years teacher status and two who hold a degree in early years. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years.

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

