

The Little School

St Mary the Virgin, Mortlake High Street, Mortlake, London, SW14 8JA

Inspection date

Previous inspection date

18/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- A welcoming child orientated and stimulating environment is created where children enjoy exploring and investigating the good range of activities and play experiences.
- Staff build strong bonds with children forming affectionate and supportive relationships which help build children's confidence and independence.
- Children's awareness of their own safety is encouraged well during aspects of the nursery routine such as the daily use of stairs and on the walk to the nearby playground.
- Good relationships are built with parents reassuring them their children enjoy their nursery experience and actively involving parents in their children's learning.

It is not yet outstanding because

- Opportunities are not extended to encourage children to discover how things work and involve them in using technology equipment with an end result.
- The impact that changes in temperature can have on the play environment and children's learning experiences are not predicted in advance and addressed to maintain the comfortable environment

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spent the inspection time observing the staff and children. This took place in the nursery and during a short walk to an outdoor play area.
- Safeguarding was discussed with staff and the proprietor/ manager and the nursery policy was sampled.
- The inspector shared discussion with staff and the proprietor and a joint observation with the proprietor/ manager took place during the inspection.
- Parents views were gathered through discussion with parents.
- The inspector sampled children's information and development records.

Inspector

Jane Nelson

Full Report

Information about the setting

The Little School registered in 2012 and is owned and operated by an individual proprietor who also manages the nursery. The Little School is open during school term time only and currently operates Tuesday to Friday, 9am to 12.15pm. This will be increasing to include Mondays from September 2013. The Little School is located in the church premises of St Mary the Virgin in Mortlake in the borough of Richmond Upon Thames in Surrey. The nursery play room and a toilet for children's use are located on the first floor, of the premises, access is via a flight of stairs. There is no enclosed outdoor play space, however suitable alternative arrangements are made for daily outdoor play by visits to two neighbouring children's enclosed public play areas.

The Little School is registered in the Early Years Register. There are currently seven children on roll. The Little School will receive education funding for children aged two, three and four years from September 2013. There is a staff team of four staff including the manager who has a Level 3 qualification in childcare, two staff have Montessori qualifications and one member of staff is unqualified. Some elements of the Montessori philosophy and materials are incorporated into the Education Programs the nursery provides.

What the setting needs to do to improve further

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

- develop interesting and challenging opportunities for children to find out how things work and increase opportunities for the use of technology linked to children's play experiences, and individual stages of development
- monitor how the organisation of the premises may be affected by different seasonal weather conditions and make appropriate adjustments to maintain the comfortable environment for children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery environment is welcoming and stimulating. Staff creatively present activities and play experiences that capture children's interest and reflect events that are familiar. The close reassurance, and encouraging interaction staff share with children, helps them gradually build confidence, develop independence and enjoy learning and socialising in a

small group of other children. Consequently children are making good progress in their learning and development, given their starting points. Children are also gaining a good range of skills that will support them when they move to nursery class or school. For example, children recognise the nursery routine, and identify when it's nearly time to go to the playground or have snack. They listen to staff and are learning to work together, take turns and share.

Children arrive happy and generally separate well from their parents, eager and interested to see what there is for them to play with. Children are interested in the sand tray where staff have creatively made some 'rock pools' from transparent containers filled with blue water which are half buried in the sand. Children are immediately engaged in exploring the sand and searching in the rock pools to find small fish and sea creatures. They run their hands through the water and excitedly shout when they have found a snail or fish. Children experiment with observing how the sand changes when it is wet and are learning about capacity as they fill and empty containers with water and sand.

Children bring in items of interest from home, linked to the current theme of the sea side. They proudly show staff their own bucket and spade and a photograph of them on the beach. This encourages children's sense of self esteem and promotes communication during the small group time when they all examine some shells and coral that have been brought to nursery. Children feel the rough texture of the coral carefully handling it and passing it on to each other. They listen to the manager naming shells and coral, repeating the new word they have learnt 'coral' several times. Staff give meaningful reminders about the daily routine during conversations and the daily circle time. They link descriptions to picture illustrations of parts of the routine, which helps children gain confidence in what is happening next and be prepared for changes. This also provides additional methods of communication for children with English as an additional language or who may have speech delay. Children have access to and use equipment, such as phones and voice recorders which support their understanding of technology. However experiences are not always extended to encourage children to discover how things work and involve them in using equipment with an end result such as cameras.

Children thoroughly enjoy the daily outing to the nearby playground and know this is part of the daily routine. They proudly display newly acquired skills, such as being able to put their own coat on. Children use their coordination and physical skills, as they put the coat on the floor, place their arms in the sleeves and flip the coat over their heads. Children learn about their local environment recognising landmarks such as the nursery sign and the sound of the church bells, on their journey. They have great fun in the playground, expending energy, running, balancing and climbing on equipment. Children are helped by staff to gradually develop their physical skills and confidence in ascending the steps and whooshing down the slide. They are fully supported by staff holding them as they try the new experiences of descending the sliding pole. Children observe and experience different weather such as sun and wind as they feel the sun and wind and excitedly chase and try to catch bubbles that staff blow into the wind.

The contribution of the early years provision to the well-being of children

Children show a developing and practical awareness of their own and each other's safety which is encouraged well by the staff's calm interaction and continual conversation with children. For example they use the stairs carefully on their way out to the playground with staff, walk together using a communal safety strap and take care in their play and as they move around. A practical experience such as children recalling that the playground was messy when they visited one day and participating in the decision with staff, to move to another playground, reinforces their awareness of their own safety. Children share firm bonds with staff who provide constant reassurance and help. Children demonstrate they feel secure and are happy at nursery sharing giggles, conversation and building friendships.

Children enjoy their play and learning they concentrate and as a consequence behave well. New skills such as sharing are reinforced through staff's gentle reminders, explanations and turn taking games such as picture lotto. Children follow good hygiene procedures such as regular hand washing and understand the need to have clean hands before eating and after using the toilet. They enjoy a healthy and nutritious snack of fresh fruit, rice cakes and hummus. Children have fun dipping their rice cakes into the hummus, experimenting with different tastes as they do the same with their fruit. Children use their physical skills in all aspects of their play practicing coordination, expending energy and recognising they feel tired and thirsty after the walk back from the playground.

The effectiveness of the leadership and management of the early years provision

The manager and staff understand their responsibilities and the procedures to follow if concerns regarding safeguarding or children's welfare arise. Staff are familiar with the nursery whistle blowing procedure and the action to take if they have concerns. Staff supervise children vigilantly and use risk assessments effectively to monitor and assess safety in the nursery and on outings. Staff organise and manage space within the nursery well enabling children to play safely and comfortably. Although as changes in seasons and temperature occur appropriate adjustments to maintain the comfortable temperature and environment for children are not always anticipated and implemented in advance. The nursery is equipped with a good range of resources, equipment and furniture to support children in playing and learning comfortably and safely.

The proprietor has previous experience of owning and managing a nursery which she uses in her current role. She implements effective systems to recruit staff, assess their qualifications, experience and establish their suitability to work with children. Staff are made aware of their responsibilities and the proprietor's expectations through the induction process, staff meetings, and on-going supervision discussions. Systems are in place for these to lead to an appraisal process over time. This process also helps identify staff training needs, individual talents and strengths and support future staff development. The proprietor and deputy have already attended the required training in safeguarding and supporting children with special educational needs and or disabilities. The nursery receives support from the local authority in the form of advisory visits and access to

training. The proprietor understands her responsibilities in meeting all legal requirements, maintaining the required records and documentation and adhering to staffing ratios.

Staff use their knowledge and assessment of children's individual stages and interests to influence the planning of activities. For example following children's interest in the post man delivering letters staff planned activities relating to this. Children made their own letters, bought stamps from the local post office, and posted their letters to themselves at home. Staff record, assess and monitor children's development through regular observations, illustrated with photographs and examples of their creative work. These are shared regularly with parents and contribute towards the required development check for two year olds.

The proprietor uses self-evaluation effectively to reflect and identify where improvement and development is needed. She is using the local authority quality assurance document to help her reflect on practice and has identified some aspects that she is now implementing. For example, obtaining parents feedback through questionnaires and formalising staff meetings as the staff group increases. The proprietor has also reviewed and reorganised space and is continually assessing how things are working to support children's play and learning.

Good relationships are built with parents and information is shared well. Parents praise the staff and nursery and say their children thoroughly enjoy coming. They comment in particular on how well information is shared with them and the caring and nurturing atmosphere. Parents contribute to their children's nursery experiences, for example, by sharing aspects from their own culture and bringing items from home for children to share during show and tell. This reinforces the links between home and nursery, encourages children's self esteem, communication skills and promotes on-going discussion and learning about each other. Links are being built with local schools to support children as the time approaches for the move to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY456244
Local authority	Richmond upon Thames
Inspection number	895160
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	7
Name of provider	Lori Ladbon
Date of previous inspection	not applicable
Telephone number	07507 169193

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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