

# Squirrels Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	404885
<b>Inspection date</b>	21/04/2010
<b>Inspector</b>	Susan Parker
<b>Setting address</b>	Broxbourne Centre, High Road, Turnford, Broxbourne, Hertfordshire, EN10 6AE
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

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.

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## Description of the setting

Squirrels Day Nursery at Broxbourne is one of two sister nurseries in Hertfordshire. It operates from a single storey building in Turnford, adjacent to Hertford Regional College. It is open from 8.00am until 6.00pm every weekday and for 48 weeks a year. Children share access to a secure outdoor play area.

A maximum of 50 children may attend the setting at any one time. Currently, there are 99 children on roll who are within the Early Years Foundation Stage (EYFS). The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a small number of children with special educational needs and/or disabilities and also supports children who have English as an additional language.

There are 17 members of staff employed by the nursery. Of these, 13, including the manager, hold relevant early years qualifications. The nursery has recently achieved the Hertfordshire Quality Standards Award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A warm and welcoming environment is provided for children and they are happy and confident. Children make good progress in their learning and development and suitable challenge is offered through activities. Staff form sound relationships with parents and some other local schools and pre-schools to ensure that the individual needs of children are well met. The environment promotes children's welfare and most of the essential documentation is used appropriately to ensure their health and safety needs are met.

## What steps need to be taken to improve provision further?

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

- develop further the organisation of the documentation
- develop further the links with other Early Year Foundation Stage providers.

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

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Induction procedures ensure new staff and students are clear about the nursery's policies to keep children safe. Staff are suitably trained and know what action to take in the event of a safeguarding issue. They demonstrate sound knowledge and understanding of safeguarding procedures and they help children to understand how to keep themselves safe. For example, they remind children of the boundaries and how to use tools safely. Written risk

assessments and daily checks sufficiently ensure that hazards are identified and minimised to safeguard children. Children's health and welfare is protected as staff act as good role models. They ensure that tissues are disposed of hygienically and anti-bacterial gel or wipes are used to prevent the spread of germs or infection. The required documentation is in place, and policies and procedures are suitably implemented by staff and shared with parents. However, some records, such as parents signing their children in and out are not fully effective as they sign as 'Mum' or 'Dad'.

The setting works well in partnership with parents and carers to ensure children's individual needs are met. Clear information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Links are being developed with some other providers of the Early Years Foundation Stage in order to further support children. Very effective systems are in place to support children with special educational needs and/or disabilities.

The manager and her team have a very positive attitude and are fully committed to enhancing the welfare, learning, and development of every child attending. Every child's individual and diverse needs are fully met. Regular observations of the children and the caring relationships formed ensure that staff are in tune with each child. Children have a full and detailed record of their achievements and individual needs. This is regularly updated to ensure that it reflects each child's current levels. Staff discuss the next steps in each child's development and ensure that these are achieved with well-planned, exciting, and challenging activities, which are very effective in promoting children's good progression towards the Early Learning Goals. Children are able to choose and easily access for themselves, a diverse range of good quality toys and resources.

The manager, who holds the Early Years Foundation Degree, is very effective in including all staff, parents and users in the evaluation of the setting and its good provision for children's learning and welfare. The staff and management are highly motivated and have very ambitious visions of the future, including moving to a new purpose built building on the same site, which will greatly enhance the experiences of the children attending.

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

Children blossom in this nursery where their individual needs, interests and abilities are truly catered for. The staff and key workers know each child very well and are able to provide them with very well-resourced, exciting and interesting games and activities which stimulate their natural curiosity and imagination and develop their learning. For example, using garden tools, soil, and plants to grow their own flowers and fruit. Children's imagination and enthusiasm is captured as they see their cress seeds and strawberries grow and develop before they eat them as a tasty, healthy snack. They learn new words as they discuss the names of the garden tools. Children's language and communication is actively promoted. Children are encouraged to be very social, they are encouraged to talk, and the

staff really listen to what the children are saying. Children are encouraged to think critically as the staff gently extend their thinking by asking them appropriate questions about what they are doing and what they think may happen next. Children are extending their vocabulary every day through sharing books and talking about their experiences. They evaluate their own play by talking about their morning and what they liked best.

Children are forming a good understanding of problem solving and numeracy; they recognise shapes very well and are able to complete challenging puzzles. Children's mathematical thinking is actively promoted as an integral part of all activities such as how many pieces of fruit they have and counting the number of children on their table, recognising colours and familiar numerals.

Children are well protected by staff which enables them to explore and extend their play in a safe environment. They are learning how to use an array of tools carefully without hurting themselves or their friends. They are adopting healthy habits and developing a sense of looking after themselves. Older children pour their own drinks and collect the correct number of beakers or bowls for the number of children on their table at snack time. They put on their outdoor clothes when playing in the garden and display good behaviour. Staff act as good role models for the children, and gently remind the children about unsafe acts and being polite to each other. This promotes the children's sense of self-esteem and confidence, making learning a very positive experience.

The children are establishing very good social skills as well as firm friendships. They feel safe in the company of all the adults in the setting, and the bonds between the staff and the children show that children care for and respect their teachers and their friends. Children are very well supported and are encouraged to try to do as much independently as they can with full support of the whole staff team.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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

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## **Annex B: the Childcare Register**

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