

# Little Squirrels Community Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY235868
<b>Inspection date</b>	15/01/2010
<b>Inspector</b>	Lilyanne Taylor
<b>Setting address</b>	Ryde Business Park, Nicholson Road, Ryde, Isle of Wight, PO33 1BQ
<b>Telephone number</b>	01983 615 648
<b>Email</b>	
<b>Type of setting</b>	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 rates 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](mailto: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.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

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 Squirrels Community Nursery opened in 2003. It is a privately owned nursery, which is run as a limited company under the name of KNL Childcare Limited. The nursery operates from its own purpose built premises which are situated in the Oakfield area of Ryde on the Isle of Wight. There is a large fully enclosed outdoor play area.

Little Squirrels is open to all families across the Island and is registered to provide care for a maximum of 53 children at any one time, all of whom may be in the early years age group. Currently, there are 79 children on roll and all of these are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Care can also be provided for children aged over five years. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

The operational hours of the nursery are Monday to Friday from 8am to 6pm for 50 weeks of the year, closing for two weeks at Christmas and all Bank Holidays. Children are able to attend a variety of sessions within these times.

Care is also provided for children with special educational needs. The owner of the nursery is the Manager and she works in the setting alongside the 11 staff she employs. The Deputy Manager holds an Early Years Foundation Degree and most staff hold a relevant early years qualification to National Vocational Qualification (NVQ) level 2/3 and 4. Some staff are currently working towards enhancing the qualifications they already hold.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with a comfortable and stimulating place to play and learn. As a result, children are making good progress with their learning and development. Staff take into account the unique needs of each child with their careful individual monitoring of progress. The good links established with parents, other agencies and Early Years Foundation Stage (EYFS) providers ensure all children receive care and education appropriate to their needs. Through self-evaluation the nursery is continuously making improvements which benefit the children. For example, a review of the organisation and use of rooms within the premises has resulted in children aged two to three years being provided with their own base room.

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

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

- review the information provided for parents with regards to the activities their children are engaging in while studying topics/themes so they are able

to continue and support their children's learning and education at home if they so wish

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

Children are protected because all staff have a secure understanding of safeguarding procedures and know what to do if they should have concerns about a child. Staff are aware of the possible signs of abuse and the owner/manager works closely with the relevant agencies to ensure that the needs of vulnerable children who attend the nursery are met. Adults working in the nursery undergo a robust vetting procedure to indicate their suitability to work with young children, and records listing police checks are regularly updated. Staff deployment in all areas of the nursery is effective and ensures children are supervised well at all times.

Children are cared for by a well qualified staff team in an environment that is safe, secure and welcoming. Policies and procedures the nursery work to are shared with parents and effectively carried out in practice. Risk assessments are in place for the premises and outings, and daily safety checks are carried out throughout the nursery. Flexible daily routines allow children to experience a varied range of activities both indoors and outdoors which support all areas of their learning and development. Facilities are very well resourced and equipment is stored safely and at a low level so children are able to self-select.

Staff work very effectively as a team and are committed to making ongoing improvements to the nursery. They have a clear vision for the nursery's future to ensure all children receive good quality care and education. Improvements the nursery have made in response to recommendations raised at their last inspection have had a positive impact on ensuring children's good health, increased the opportunities they have to become independent and ensured parents have access to up-to-date information of their children's progress. Through self-evaluation, which includes the views of staff, parents and children as part of the process, the nursery is able to identify and draw up an action plan for areas identified for improvement and/or development. This demonstrates the nursery has the capacity and commitment to maintaining continuous improvement.

The nursery provides an inclusive and accessible environment where all children's individual needs are well met. Staff have a very effective partnership with parents and they work extremely closely with outside agencies to ensure all children with special educational needs and/or disabilities are well supported. In addition, an effective key person system in place ensures staff are aware of the unique needs of the children they have responsibility for. All necessary permissions sought ensure children are cared for in accordance with their parents' wishes.

When children leave the nursery to commence formal education they attend various primary schools across the Island. To ensure their transition is smooth staff provide each school with an individual profile of each child they will be accepting; this ensures the individual needs of children are known and that their care and

learning is able to be continuously supported. In addition, during the term prior to school entry the reception class teacher from some of the schools children will be attending visit the nursery to informally meet the children who will later be in their charge.

Detailed information obtained from parents about their children at the time of admission is used to inform the care their children receive and is used as a starting point for their future education. Children under the age of three years have a home/setting book. This provides parents with written information about how their children have spent their time and the care they have been provided. Parents are invited to write in these books any information they have of their children which staff then use to inform the type of care or activities they provide. Regular meetings and/or discussions with parents provide opportunities for them to be involved in their children's education. However, although information of some of the activities children are engaging in while studying themes/topics are detailed in a newsletter there is no reference made to the potential learning that can be gained from them. As a result, this inhibits parents being able to fully support or extend their children's learning at home if they wish.

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

All children gain a sense of belonging; staff greet children at the door by name, and samples of work, photographs and books displayed show special events/activities they have been involved in. Good settling-in procedures offered to children enable them to become familiar with the surroundings and the adults whose care they will be in. As a result, children settle quickly, enjoy their time in the nursery and establish good relationships with all staff.

Children behave well; clear and consistent boundaries, as well as praise and encouragement, help them to understand what is expected of them. In addition, they are fully occupied in activities that interest them. Staff act as good role models in the way they talk to the children and provide their care. Consequently, children are polite, show care and concern for others and their confidence and self-esteem is raised through the praise they receive for their effort and achievements.

Children throughout the nursery make good progress towards the early learning goals. Staff are confident in their knowledge of the EYFS and procedures they use to monitor children's progress are working effectively. Children's progress is cross-referenced to each area of learning to ensure they are following a broad range of activities. Staff use information about individual children to bring ideas into planning so that they can help children take the next steps. Observation and assessment of children is ongoing, and staff use a mix of dated photographs and written observations to build an informative record of the stage of learning for each child. These records are shared with parents, alongside informal daily conversations.

Various methods of teaching, such as Makaton signing, picture representation and the use of real objects, support all children to develop their communication,

language and literacy skills. Plenty of mark making with crayons, chalks and paints takes place in all age groups, and older children progress to name writing.

Children are beginning to gain an awareness and understanding of the world in which they live through discussion, outings around the local area, resources such as books and small world play figures and food tasting activities.

Children have regular opportunities to play outside and are developing a good understanding of healthy lifestyles. They help with the growing of vegetables and eat some of their crops as part of the very healthy snacks provided by the nursery. Children receive regular reminders in the day from staff to quench their thirst and fresh drinking water is available at all times.

Hygiene procedures are effectively carried out in all areas of the nursery and a particular emphasis is placed on ensuring babies are fully protected from germs and/or infection; outdoor shoes are not allowed to be worn in the areas they crawl, hand held toys are sterilised after each child's use and bedding is kept unique to each child.

Older children show confidence in their use of a computer and manoeuvre the mouse with increasing control when playing educational programs, while younger children are learning that simple electronic toys make different noises when they push various buttons. All children have opportunities to explore a wide range of materials such as water, sand, corn flour, play dough and jelly.

Children enjoy having responsibilities, which help them develop skills for the future and to become aware of their own safety. They willingly help with the preparation of snacks, and through doing so, under close supervision they are learning how to handle utensils, such as knives, safely.

## 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

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

### 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

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](http://www.ofsted.gov.uk)

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

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

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