

Squirrel Club

Inspection report for early years provision

Unique reference number

EY310937

Inspection date

28/03/2011

Inspector

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Setting address

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Type of setting

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

Squirrel Club was registered as a non-profit making limited company in 2005. It operates from two rooms in Lee Royd Nursery School on the outskirts of Accrington, Lancashire. Children have use of one playroom and have access to a secure enclosed outdoor play area. The club consists of the Squirrels Academy, which provides nursery education for children aged two to five years, and wrap-around services for children attending Lee Royd Nursery. It is open each weekday from 8am to 9am, 12pm to 12.45pm and 3.45pm to 5.30pm, term time only. The Squirrels Academy is open term time only from 9am to 12pm and 12.45pm to 3.45pm with children attending for a variety of sessions.

A maximum of 40 children aged under eight years may attend the club at any one time and, of these, not more than 16 may be in the early years age group. There are currently 35 children aged from two to five years on roll, including children receiving funded early education. The club supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with the children, all of whom hold appropriate childcare qualifications. The setting receives support from the local authority and has achieved Lancashire Healthy Schools status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and inclusive environment where their individual welfare needs are well met. They make good progress in most areas of their learning and development because staff plan and provide a generally rich range of experiences for children's enjoyment. Children's safety and security is given high priority and is promoted through excellent systems and procedures. Relationships with parents, carers and the school and other agencies are strong. An effective self-evaluation process ensures an accurate monitoring system to continuously improve the club and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance children's sense of well-being and help all aspects of their development by extending opportunities for outside play, with particular regards to problem solving and sensory experiences.

The effectiveness of leadership and management of the early years provision

The manager and staff team demonstrate a comprehensive understanding of their role and responsibilities for the safeguarding of children, and receive extensive support from the director of the club. Consequently, children are exceptionally well protected, show a strong sense of security and feel safe in the club.

Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures to ensure staff are, and continue to be, suitable for their roles. Extensive risk assessments take place on a daily basis to ensure that the environment is suitable for all children.

The senior management team's ongoing commitment to the professional development of all staff has a significantly positive impact on embedding ambition and driving improvement. The club clearly evaluates the learning and development opportunities it provides for children. For example, it is proactive in involving staff, parents and carers and other early years professionals in the evaluation process through the Squirrel Improvement and Business Plan. The recommendations raised at the previous inspection have been positively addressed and, as a result, outcomes for children have improved. There is a good range of resources and staff are well deployed.

Parents and carers speak well of the club. Children have a key person who speaks to parents and carers on a daily basis to make sure they are fully informed of the activities children have enjoyed. Strong links have been made with other early years practitioners, particularly with the host school, which promote continuity for children. Staff work very well with other professionals, such as speech therapists and bilingual support services, which effectively promotes equality and diversity, and they demonstrate a good understanding of the benefits of such relationships. Careful attention is given to establishing the individual needs of each child to secure their inclusion and development. This is particularly true for children who speak English as an additional language.

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

Children are very happy in the warm and friendly environment, where they have many opportunities to make good progress in their all-round development. Staff value the children's ideas and include them in the planning and organisation of activities. They evaluate their planning carefully and use the information gained to help children extend their knowledge further. For example, children's speaking and listening skills are promoted by discussing their favourite pets and holiday destinations with staff. Regular topics, such as 'growing up', enrich children's experiences and give them a good variety of subjects to learn about.

Children have very good relationships with staff and their peers. They behave very well because staff are good role models with high expectations. Children show

respect for others and share their play resources sensibly. They quickly settle at chosen activities, such as using different shapes to make paper models representing people or monsters, and they relate to and care for each other very well. They enjoy being creative; they confidently make a car in the sand tray and use a cardboard box to act out a magic show. Children regularly participate in activities which help them to celebrate diversity, such as Eid and New Chinese Year. They enjoy access to a good range of information and communication technology during their play, such as the interactive whiteboard. Most children can count up to ten and beyond and practise their counting skills through routine activities, such as tidy-up or line-up time. However, opportunities for children to explore and take part in problem-solving and sensory experiences in the outside environment are less well developed. Children listen attentively during carpet time, greet each other with 'good morning' and enthusiastically sing the days of the week rhyme. Their communication, language and writing skills are developed well by the time they leave the club. Such skills ensure they are well prepared for future success.

Children have an excellent understanding of staying safe demonstrated by holding the side rail when coming down the stairs. They safely use a range of tools and equipment within the club and show an exceptional understanding about how to handle them in order to keep safe. They show a good understanding of keeping themselves healthy by choosing fruit, yogurt and milk during breakfast time. Their independence is promoted well as they happily help to dry plates and cups after their snacks. Children enjoy growing plants and flowers in the garden plot. Overall, children are prepared well for their next steps in learning and full-time education.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

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