

# Shawbury Squirrels Early Years

Inspection report for early years provision

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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*.

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## **Description of the setting**

Shawbury Squirrels Early Years moved into a new building in 1997 and operates from four rooms. It is situated on an RAF base, in Shawbury Shropshire. The provision is registered on the Early Years Register to care for a maximum of 52 children in the early years age group of whom no more than 28 may be under two years at any one time. The nursery is open each weekday from 07.45am to 6pm for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 62 children aged from two to under five years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, all hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff work very well together to provide an environment where each child is respected and valued as a unique person and their individual needs are consistently met. Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement this effectively, ensuring that children are extremely well cared for and make good progress in their learning and development. Partnerships with parents are outstanding and staff ensure they are kept very well informed and involved in their child's achievements, well-being and development. Staff are committed to continuously improving the nursery and work hard to ensure this results in better outcomes for children.

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

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

- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- make use of outdoor areas to give opportunities for investigations of the natural world.

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

The safeguarding of children is robust and the procedures are understood by staff who are fully vetted and their suitability ensured through rigorous selection processes. A thorough induction process has now been introduced for new members of staff to further ensure their suitability. The procedures for child

protection are in line with Local Safeguarding Children Board guidance. All staff attend training to keep their knowledge in this area up-to-date. A thorough annual risk assessment takes place, with outside agencies frequently checking different aspects of the premises to ensure everywhere is safe and secure. A senior member of staff uses a daily tick list to check all areas used prior to the children and staff arriving to ensure the premises are safe and suitable for use.

Children's care and learning is promoted well because staff have a secure knowledge of the Early Years Foundation Stage and implement this effectively to promote successful outcomes for children. The staff team are keen to review and improve practice to enhance children's experiences and maximise their learning and development. The manager and staff work well together to look at areas for improvement and are waiting to commence work on improving the outdoor area to enable children to explore the natural world.

Staff know the children well and have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included and treated with respect. They have drawn up a children's prospectus so when children arrive at the setting or when they move into a new room they receive one, showing pictures of what the room looks like along with settling-in visits. They undertake regular detailed observations of children's progress and this links into planning for individual children's next steps in their learning and development.

Partnerships with parents are exceptional. Detailed information is sought from parents regarding their child's routine, care needs and particular preferences and interests, all of which are recorded and acted upon by the staff in a consistent way. Parents of younger children receive daily diaries, so they know details about their child's day and older children receive home link books so parents can continue their child's learning at home. They are very involved in contributing their views and suggestions about the provision in order to bring about future improvement. Parental questionnaires are sent out to encourage opinions and ideas to be expressed about how to further improve the service offered. Parents' consultation meetings are held, so parents can discuss their child's achievements. The setting asks for parents' contributions to their child's profile, so ensuring continuity of care for the children. Further links with home life are established as children take home 'Sam' the bear and write about their time at the child's home. Parents spoken with speak favourably of the nursery. Some comments include 'The nursery is fantastic. Staff are very caring, welcoming and professional, I'm kept very well informed'. 'My child is very happy at the nursery and if I have a problem it is quickly sorted out'.

Staff are deployed effectively throughout the nursery to support children's learning. The setting has started to liaise with other providers to promote learning and consistency for the children attending.

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

Children show a strong sense of belonging, are settled and happy. They behave well and good manners are encouraged, particularly at snack time. They are rewarded with stickers for good tidying up and helping each other. Good behaviour is also rewarded with a treasure box. Children take this home and put their favourite toy in it and bring it into nursery as a special treat.

Staff allow an element of risk in the activities provided for children so they learn about keeping themselves safe as staff support them in taking these measured risks and encourage the children to think and look before they act. They have regularly visitors into the setting such as police and fire officers, nurses and dentists to talk to the children and give them appropriate literature about issues such as health and safety issues. Children are reminded not to climb on the chairs and staff give explanations as to what might happen if they do. They adopt good personal hygiene routines as they wash their hands prior to eating. They use individual paper towels to reduce the risk of cross-infection and have new soap dispensers along with hand-washing signs to encourage children to wash their hands properly. The setting holds the platinum award for healthy eating as they provide freshly prepared, nutritious, balanced meals and snacks. Children take part in food projects on good and bad foods, so encouraging them to make healthy choices. They get plenty of fresh air and exercise as they go out daily to play in the well-equipped outdoor area where they can access a wide range of physical activities such as slides, a climbing frame, a tunnel, stilts, scooters, bikes and sit-and-ride toys.

Good quality interactions and well-organised routines help babies to become secure and confident. Staff interact very well with the babies during their play and constantly chatter to them, modelling language effectively to encourage development of communication skills as well as using smiles and facial expressions. Babies freely approach staff for cuddles and reassurance. Staff support babies to walk as they hold their hands as they move around the room. They have great fun as they look at a book together and try and make different animal noises. They develop their interests and curiosity as they explore using the treasure baskets containing natural materials and musical toys. They roll, prod and cut the play dough and talk about the different colours. They fill the jugs with the spoons as they explore in the sand. As children rock on the rocking horse staff sing 'See saw Marjory Daw'.

In the toddler room the children welcome everyone by name at circle time and talk about how they are feeling. They enjoy building with the soft blocks and talk to staff about what they building and what they need for their house or car. Staff interact very well by being fully involved when appropriate in the children's play and ask open-ended questions to extend the children's learning. They talk about the different shapes of the blocks and problem solve as they complete puzzles. They talk about colours of the clothes they are wearing and play imaginatively with the small world figures. They mark make on the white board and say it says mummy and daddy and ride around the indoor area on cars. They freely explore in

the compost and can access a well-resourced loose parts area to make their own creations. As they decide they want a larger car from a high shelf they freely approach staff for help who willingly oblige. They plant sunflower seeds, tend to these and watch them grow, so learning how to care for living things. They take part in recycling projects, so making them aware of the world around them as they have to put the item in the correct container.

In the pre-school room the children freely choose what they want to play with. Their independence is further encouraged when they pour their own drinks and spread the butter on their toast at snack time. They are very confident and ask staff to get out the mummy duck with her babies. As the children share these out children ensure that everyone has got a baby duck, so showing care and concern for others. They have great fun as they sing 'Five little ducks' and learn to problem solve as they count how many are left and how many are missing. As they make Easter cards they talk about the colours and how many chicks they want to put on their card. They wonder as they roll the marbles in the paint tray and make different patterns. They freely access a computer with educational programs, to consolidate their learning. They listen attentively to a story and become fully engrossed as they use props to illustrate the story. They proudly say they can walk sideways and as they go round in a circle they say they feel dizzy and need a lie down.

Children learn to value others as they use a wide range of toys which help them to begin to understand about the wider world. They look at different festivals and invite parents into the setting to show off their traditional costumes and cook their customary foods. They take part in charity events, and sponsored waddles to gain an understanding of others and the wider world. Children are able to go on trips to places such as a park, an aquarium and a farm, so learning about the world around them. They go on outings to the post office, the bakers and the library, so becoming aware of their local community.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1

### 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

<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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