

# Squirrels Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	511345
<b>Inspection date</b>	23/06/2011
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	West Totton Community Centre, Hazel Farm Road, Totton, Hampshire, SO40 8WU
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<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 Pre-School is managed by a voluntary committee of parents, it was registered in 1989 and serves the local community. It operates from West Totton Community Centre and the community room within Hazelwood School, Totton in Hampshire. There is disability access to the buildings. All children have access to the school playground for outside play and the school playing field. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the compulsory parts of the Childcare Register. The pre-school may care for no more than 38 children from two years to the end of the early years age range at any one time. There are currently 99 children on roll, of whom 75 receive funding. It is open each weekday from 8.25am to 3.25pm during term time. There is a lunch club in operation which runs daily from 11.55am to 12.25pm. The community room within the school is open on Tuesdays and Thursdays between 8.55am and 3.25pm. It is open on Wednesday mornings from 8.55am to 11.55am. Children come from the local area and attend for a variety of sessions.

There are 16 members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at Level 4; seven have NVQs at Level 3; and seven have NVQs at Level 2. One member of staff has a B Ed Hons degree. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well in this good setting because they are fully included in interesting, well-organised activities. There are excellent partnerships with parents, the host school and outside agencies and information is shared very effectively. Staff take into account the children's individual needs and interests and are skilled at increasing their understanding of safety and making healthy choices. The manager and staff have a good knowledge of the pre-school's strengths and areas for improvement. There is good commitment towards continued improvement.

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

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

- improve the use of technology to support children's learning
- develop problem solving and sensory experiences in the outdoor environment.

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

Staff safeguard and promote children's welfare well. They have a very good understanding of safeguarding and child protection policies and procedures. Comprehensive policies and procedures are implemented to ensure children are kept safe and secure. Staff are deployed effectively to ensure children play safely indoors and outdoors. Risk assessments are carried out regularly to minimise danger and children have access to a good range of resources that are well-maintained and safe and suitable for their age. Parents follow rigorous collection procedures when collecting their children. There are robust staff recruitment and vetting procedures in place to check the suitability of adults working with or having contact with the children.

The pre-school is led and managed well. Staff meet regularly to share planning and assessment and discuss areas for improvement. There are good self-evaluation systems in place which ensure that improvements positively impact on children's activities and experiences. Good progress has been made in addressing the recommendations from the previous inspection. In particular, activities are regularly monitored and information is used effectively to develop the children's skills. Staff actively promote equality and diversity and ensure children are fully included in activities and achieve equally. They provide very good support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so that they make similar progress to their peers. Staff make effective use of a good range of resources to meet most of the children's needs. They have a clear idea of how to develop this further, which includes the development of outdoor environmental and sensory areas in which the children can play and investigate. Currently, the outdoor space does not provide enough opportunities for children to solve problems, which impacts on the development of these skills. Planning indicates that opportunities are sometimes missed for children to make full use of technology, such as computers and digital cameras, in activities. Staff regularly attend training opportunities to enhance their qualifications and expertise. The manager and staff value the views of parents and the committee and take these into consideration when identifying priorities for development.

Partnerships with parents and carers, the host school and outside agencies are outstanding. Feedback from parents indicates that staff are very approachable and caring and children achieve well in an interesting environment. They are kept well-informed of special events such as the 'Bear Olympics' and visits to the beach and local theatre through informal discussions, newsletters, the website and the parents' notice board. Key staff carefully monitor the children's achievement and progress and share this information regularly with parents and carers. Parents are very supportive of fundraising activities such as the Easter Fayre. The relationship with the school is outstanding and information is shared very effectively with Foundation Stage staff to ensure a smooth transition into full-time education. The pre-school children benefit from the use of the school's outdoor area. Staff have developed highly effective links with outside agencies who help them to support children with special educational needs and/or disabilities.

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

Children benefit from well-organised play activities and achieve well. Staff value children's views and ideas and incorporate these in their planning and choice of activities. Key staff make full use of planning and evaluations to plan the children's next steps in learning. Themes such as 'Animals' and 'Weddings and Celebrations' enhance their experiences and understanding of the wider world.

Children are well-behaved and keen to try new experiences because staff have high expectations. They show respect for others and share their toys and resources willingly. Staff have a consistent approach to managing behaviour and are very good role models. Children develop good self-esteem and a sense of belonging and involvement in the pre-school, and respect the rules and boundaries. They are fully included in activities and festivals such as the Chinese New Year, Japanese Day and Easter. Parents tell them about other lifestyles and customs such as Indian weddings and life in Turkey. These experiences help to enrich their understanding of the wider world.

Children develop a good understanding of keeping themselves healthy and safe. They learn to make healthy choices at snack time and help to prepare fruit salads. Their physical skills are developed well as they skilfully balance on apparatus and ride their bikes and pedalled vehicles. They have fun bouncing balls or throwing them in the basketball hoop. Children have a good understanding of keeping themselves and others safe. For example, they handle equipment carefully when they make their own sandwiches for the 'Teddy Bears Picnic'. They benefit from talks on safety from the police and fire services and practise their road safety skills in the outdoor area.

Children make independent choices from an interesting range of activities and achieve well. They listen attentively to stories such as 'Goldilocks and the Three Bears' and are keen to discuss the story and re-enact it through role play. Most children can count to fifteen and beyond and can recognise two-dimensional shapes. They enjoy practising their counting through singing songs such as 'Five Speckled Frogs'. Their creative skills are developed well as they print colourful pictures of animals using sponges. They have fewer chances to use technology during their play such as the computer and digital camera to record and share their experiences with one another. Consequently, opportunities to extend their skills using technology are sometimes missed. Children eagerly talk about the lifecycle of a butterfly and develop a good understanding of the natural world. However, opportunities for children to explore and problem solve in the outdoor environment are not fully exploited, which impacts on the development of these skills. Their communication, language and literacy skills are developed well through their work on sounds and letters and most can write their names by the time they leave the nursery. Children enjoy participating in running, cycling and throwing events as part of their 'Bear Olympics' event, sponsored by parents. They are skilful at designing and building their own models. Children benefit from talks about pets and animals, and visits and trips to Lepe beach and the local area. Overall, they are prepared well for future learning experiences 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

<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	1
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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## **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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