

Little Squirrels Nursery

St. Marys Church Hall, Church Street, WALTON-ON-THAMES, Surrey, KT12 2QS

Inspection date

05/11/2012

Previous inspection date

03/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are confident and settled in the pre-school. They have good relationships with staff and each other. Staff know children well and gather detailed information from home. This ensures children's individual needs are met.
- Children take part in a wide range of interesting activities that help them make good progress in their learning, in relation to their starting points and capabilities. They show good levels of independence, curiosity and imagination and are motivated to learn.
- Staff work effectively in partnership with other professionals to ensure that any children with additional needs are well supported at the setting.
- The staff team are committed to continually developing and improving the setting. They monitor and evaluate what they do and agree appropriate targets for the future.

It is not yet outstanding because

- Opportunities for children to extend their learning in the outdoor environment throughout the year are not fully developed.
- Arrangements for keeping parents up-to-date with the next steps for their child's learning are not always effective.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children taking part in activities indoors and outside and during snack time and care routines.
- The inspector had discussions with the provider and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations and improvement plans and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Little Squirrels Nursery is a privately owned setting. It was registered in 2010 and first opened in January 2011. It operates from within St Mary's Church Hall, Walton-on-Thames, Surrey. Children have access to an outdoor play area.

The setting is open each weekday from 9.15am to 12.30pm during term time only, with an option to stay for a lunch club between 12.30pm and 1.15pm. It is registered on the Early

Years Register. There are currently 65 children on roll. The setting receives funding for the provision of free nursery education for children aged two-, three- and four-years-old. They provide support for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to move freely between the indoor and outdoor environment.
- review arrangements for involving parents in agreeing and reviewing the next steps identified for their child's learning, in order to make sure that all parents are kept fully up-to-date.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff gather detailed information from parents about each child's background, needs and starting points. They observe children's achievements and plan a good variety of stimulating experiences that build on their skills and help them make good progress towards the early learning goals. Staff show a good understanding of how children learn through play and offer children gentle guidance, support and attention. Children are interested in activities and motivated to learn. They gain skills and attitudes that prepare them well for the next stage of learning and for school. Clear individual plans for children with special educational needs and/or disabilities and good links with other professionals mean all children are supported well. Staff adapt activities appropriately to ensure all children can take part.

Children are keen to communicate and older children join in conversations confidently, sharing their ideas. They enjoy books, listening attentively to stories and spending time looking at them independently. Children remember familiar words and phrases to action songs, joining in enthusiastically. Younger children learn about number when they hold up three fingers to represent three bags of wool during a song. Older children eagerly find the correct numeral for today's date. They explore shape, size and position when they build a tower of bricks that is taller than they are, or work out how to turn the same bricks into the walls of a castle instead. Children express their creativity as they make colourful

firework pictures using paint and glitter. They enjoy dressing up and they use their imagination as they pretend to go shopping and line up to pay at the till. Children have fun outdoors, searching for squirrels on a nature trail or growing plants, as well as taking part in physical play. Staff make sure that children who prefer to learn outdoors have daily opportunities to do so and plan carefully to ensure they experience a balance of outdoor activities. However, apart from during the summer months, the use of the garden is restricted to fixed times. This means children do not always benefit from free-flow access to this area, to enable them to have more learning opportunities outdoors.

Parents receive good feedback on a day-to-day basis about activities and are invited to regular meetings to discuss their child's progress. However, sometimes information isn't shared frequently enough to ensure that all parents are kept fully up to date with the next steps for their child's learning and can continue these at home. The range of activities and interaction provided, enables children to be well-prepared for the next stage of learning.

The contribution of the early years provision to the well-being of children

Children come in to the setting confidently and settle quickly to activities. They have good relationships with staff and each other, which fosters their emotional and physical well-being. Staff comfort and support newer children and they soon happily join their friends. Children show good levels of independence, choosing their own activities or selecting resources from the writing trolley to complete a task. They are familiar with daily routines and behave well, finding their name on the table when they arrive and waiting patiently in a line for their turn at the snack bar. They respond well to staff's gentle guidance, remembering why they must not run inside and helping tidy the toys away so the hall is safe. This helps them learn to be aware of risks and keep themselves safe.

Staff set up the hall before children arrive, using resources well to create a welcoming environment. Children access a good variety of play materials and equipment that support their learning effectively across all areas of the curriculum. Staff conduct daily risk assessments of all areas of the premises and any outings that they take children on. They ensure precautions are in place, such as safety gates and temporary fencing for the outdoor area, so that children are safe at all times.

Staff promote children's health and well-being well. Children adopt simple good hygiene routines such as washing their hands after using the toilet and before they eat. They understand why they need to do this when staff talk to them about germs. They benefit from a selection of healthy options at the snack bar, choosing toppings for their crackers as well as a handful of raisins and cubes of apple or cheese. They learn useful skills that help prepare them for the transition to school when they collect their own plate and cup at snack time, choose their own fruit and clear away when they have finished. Children play outside every day and have good opportunities to practise their physical skills. They confidently pedal bikes, play ball games or balance along a beam, stretching out their arms to steady themselves.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that children are cared for by appropriately vetted and qualified staff. The provider ensures that evidence of staff suitability is readily accessible for inspection. All required documentation that supports the smooth day-to-day running of the setting is in place. All staff attend regular child protection and first aid training. This ensures they understand their responsibilities towards the children in the setting and the need to provide a safe environment. Policies and procedures work effectively in practice and staff work well as a team. They share tasks and responsibilities throughout the session, such as supervising the snack bar or organising a focus activity. They have opportunities to develop their skills by attending local courses and their performance is monitored through regular supervision and appraisals. This helps ensure that the staff group is well-trained and supported.

The management team are committed to continually improving the setting. They work closely with local authority support staff to monitor and evaluate the effectiveness of the provision. Staff have a clear understanding of the learning and development requirements and take well-targeted steps to address any areas of weakness that they identify. For instance, systems for making observations and assessments of children's progress have recently been updated. Staff have also reorganised the hall to ensure children have good opportunities to select their own resources and to create a quieter space for the book area. As a result, children now make better use of this area and spend quiet time enjoying books independently as well as with staff.

Partnerships are effective overall. Parents express their appreciation of the friendly, welcoming staff team and feel that their child is valued within the setting. They have access to comprehensive policies and procedures and are kept well informed about the day-to-day provision through newsletters, notice boards and a well-known internet social networking page. Links with other professionals, such as the local authority special educational needs coordinator, are well established. This ensures that any children who have additional needs are supported effectively and experience a consistent approach.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY418558
Local authority	Surrey
Inspection number	889225
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	65

Name of provider	Chloe Jade Daysh
Date of previous inspection	03/05/2011
Telephone number	07598159248

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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