

Squirrels Pre-School Rugby Ltd

Paddox Primary School, Fareham Avenue, RUGBY, Warwickshire, CV22 5HS

Inspection date

Previous inspection date

24/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and learn in an incredibly exciting, enabling environment both indoors and outside. They make excellent progress through sharply focused planning and assessment.
- Staff teach children about healthy food choices and involve parents in this, so that their learning is continued at home. Children are extremely settled and secure, as staff work closely with parents to meet their needs.
- Children's health and safety is given the utmost priority. Staff implement the highly effective policies and procedures so that children are extremely well supervised and are safe.
- Excellent monitoring and self-evaluation processes mean that the provision continually improves and children receive very high quality, enriching learning experiences. This is supported by the strong links with parents, other professionals and early years providers.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outdoor play areas, including a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager of the pre-school.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the pre-school and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Squirrels Pre-School Rugby Ltd. was re-registered in 2013 after it became a limited company. The pre-school is situated in premises in the grounds of Paddox Primary School, Rugby. It has its own entrance and access to a kitchen/office, toilets and an enclosed outdoor play area. The nursery serves the local area and is accessible to all children. It opens on Monday, Wednesday and Friday from 8.45am to 11.45am and on Tuesdays and Thursdays from 9am till 3pm for pre-school children. The pre-school is open during school term time only.

The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3. The manager holds a BA (Hons) in Early Education Studies. Children attend for a variety of sessions. There are currently 69 children attending who are within the early years age group. The nursery provides funded early education for three-and four-year-old children. It supports a number of children with special educational needs and/or disabilities and for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already very effective links with other local early years providers by finding ways to further the sharing of best practice and mutual support.

Inspection judgements

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

Children are grouped in one large playroom, as different ages of children attend on set days. The indoor and outdoor areas are exceptionally well organised and wonderfully inviting to children. They are able to choose freely from the wealth of incredibly exciting toys and resources so that they develop their own learning styles. Staff observe and assess children regularly, which means they plan specifically focused activities in order to build on individual children's next steps in learning. Staff obtain ongoing information from parents about what children know and can do, which contributes to their progress records. This means that all children make excellent progress from their starting points and are very enthusiastic in their learning, as this is based on their interests.

Parents are extremely well informed about children's activities and routines through a

detailed prospectus, informative displays and daily contact with their child's key person. Staff encourage and advise parents on how best to support children's learning at home through an information board which parents see as they arrive and through their daily contact with staff. For example, staff suggest parents may take children to visit a garden centre to prepare for their planting theme, or to talk to them about road safety when they are out and about. This means they are fully involved in children's learning and continue to reinforce this at home. Parents are invited to speak to staff formally about children's progress at regular evening sessions so that they are all given a chance to attend.

The inspection took place on the full day pre-school session, so all children are three years old. They are very imaginative in the highly stimulating outdoor area as they pretend a large wooden brick box is a boat and wooden spoons are oars. Staff interact in their play as children lead and decide they will make a pirate flag for the boat. They choose from an extensive range of paper and crayons and several children produce a flag on black paper and cut it out. As a child draws a spider, they are asked how many legs a spider has and how many more they need to draw to make eight. Staff challenge children in their thinking and learning extremely well and use expert questioning to extend this. They encourage children to decide how they will cut out the flag or how they can make a pirate hat through cutting or folding the paper.

The story of 'The Three Little Pigs' is used extremely well to engage children's interest across all areas of learning. They are very imaginative and gain confidence as they retell the story in small groups using soft toys. A large tray of sand is set up with boxes, straw, twigs, miniature clay bricks and the characters from the story. This enables children to find ways to build the houses and explore a range of textures. They discover that two rows of bricks will stand up better than one and that they need to place them carefully so they don't lean over and fall. Children persevere until they succeed. Staff set up a 'builders' yard' where children design a house and use toy bricks and tools to build it. They look at real plans and pictures of buildings to inspire their designs. Staff extend children's vocabulary as they explain what the cement mixer, spirit level and other tools are for. Children recognise numbers on the rulers and hard hats they use and they count as they draw along the ruler with the help of staff. Staff extend this learning even further, as children then go outside and use large wooden bricks and sand to build houses. The pre-school is rich in print and numbers, as staff use these in all contexts so that children learn to read instructions around the room and know that they have meaning.

Children with special educational needs and/or disabilities are supported extremely well, as staff work very closely with parents and a range of outside agencies, including a local children's centre staff. They use non-verbal communication, pictures and visual timetables to help children to communicate. Staff are trained in the use of the Time to Talk programme, which means they develop all children's communication and language skills very effectively. Children for whom English is an additional language learn English alongside basic words in their home languages. Parents are encouraged to share these and they are displayed in the pre-school so that staff meet children's needs. Children are extremely well prepared for the next stage in their learning and for school, as they are provided with exceptionally rich and varied learning experiences. They develop their physical skills very well through the use of the exciting climbing and balancing equipment in the outdoor areas. Staff teach children how to use computers, programmable toys and

many other resources which develop their technological skills very effectively. Children use an extensive range of resources which they count, sort, order and match so that they learn mathematical skills very well.

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

Children are extremely happy and secure, as they form close bonds with their key person. Links with home are forged, as staff ask parents to bring in photographs of children's families or pets so that they can look at these if they need to be comforted and talk about them with staff. Staff help children to get to know each other's names, as they sing a 'hello song' each morning and greet each other by name. This helps children to gain a sense of belonging and self-worth. Children's needs are particularly well met, as staff work very effectively with parents on toilet training and obtain any necessary help from outside agencies. Children are very confident and are happy to ask staff for help to put their coats on or open their lunch boxes.

Healthy eating is promoted exceptionally well at the pre-school. Staff work with parents to ensure children bring healthy lunches and children are provided with fresh fruit and vegetables at snack time. They pick the carrots and raspberries they grow in the garden and choose from these and an exciting range of snacks, as well as milk or water. Staff teach children which foods give them energy or develop their bones and teeth and which foods we should only eat a little of to maintain a healthy diet. Children access the outdoor area in all weathers and have daily exercise in their use of the wide range of large equipment.

Children learn to be independent in their choice of activities and are encouraged to put on their own coats, change their shoes and make sure they put the toys away in the right places. Behaviour is exemplary and children share the toys and are taught to be kind and thoughtful. Staff ensure children do not step on each other's work and make friends with new children so that they feel welcome. They learn about road safety and a child is chosen each day to be health and safety monitor so that they are aware of how to keep themselves safe and participate in daily risk assessments. Children manage risks safely on the climbing equipment and when using tools.

Children's moves to school are greatly eased, as most children will attend the school on the same site as the pre-school. Children are taken to play in the reception classes and look at photographs of staff and the school building so they are familiar with these before they start. Parents are involved in the process and children take part in role play and discussions about school, which makes them feel secure. Staff contact teachers from other schools, invite them to visit children and share information about children's progress and needs so that these continue to be met.

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

Monitoring and supervision are highly effective, as the manager works with staff on a daily basis. There is excellent teamwork and the highly motivated staff discuss their performances with each other and with the manager in order to evaluate this. This results in sharply focused targets and training for individual staff so that they shape their professional development. All staff have input into the self-evaluation process and identify and address areas for improvement. They evaluate all aspects of the provision on an ongoing basis and compile a detailed and effective action plan. This means the provision is continually improving and children continue to receive very high quality learning experiences. The views of parents and children are included in the self-evaluation so that all needs are fully met.

Children are extremely well protected, as staff have a thorough understanding of the robust safeguarding policies and procedures. The manager ensures these are implemented on a daily basis and that rigorous risk assessments are carried out. The premises are very secure and there are robust procedures for the recruitment of staff and the collection of children. Staff supervise children vigilantly at all times and records are meticulously kept.

There are strong partnerships with other professionals, parents and local early years providers. Close links with a local children's centre means that staff refer parents to further support services if necessary, which helps to meet children's needs exceptionally well. The pre-school staff work closely with the school reception staff so that children are prepared very well for school and they work towards the same goals. The manager initiates links with other settings and schools in order to share ideas and best practice. There is more scope to extend this even further to include more settings and engage in mutual support and training. Staff share information with other settings children attend so that they complement their learning and protect their well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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 action. 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	EY458644
Local authority	Warwickshire
Inspection number	911508
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	69
Name of provider	Squirrels Pre-School Rugby Ltd
Date of previous inspection	not applicable
Telephone number	01788 576 167

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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, which are usually the childminder's 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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Piccadilly Gate
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M1 2WD

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