

# Squirrels Nursery

Tree Tops Children's Centre, Birchen Coppice School, KIDDERMINISTER, DY11 7JJ

<b>Inspection date</b>	25/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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

- The provision of high quality, interesting resources and enthusiastic staff, ensures that children are stimulated and motivated to engage in their surroundings, learning as they play and helping them to reach their full potential.
- Leadership is strong and the staff team are committed to improving the nursery provision for all children. Children are protected from harm because safeguarding systems and staff knowledge are excellent.
- Children enjoy their play because staff plan activities around their preferences. Good quality information is recorded, evaluated and monitored to support children's next steps in their learning. As a result, children make good progress.
- Children move smoothly between rooms because staff share information with each other and are aware of how to ensure children are happy at this time by planning visits to new rooms led by children's needs.

### It is not yet outstanding because

- On occasions, children, in particular boys, are not provided with sufficiently challenging and varied experiences that fully enhance their enjoyment of activities.
- There is scope to extend the performance management system for staff by providing opportunities to undertake peer observations of each other, to build on the already good practice.

## 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 all areas used by children, both inside and outdoors.
- The inspector and nursery manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector read and discussed the nursery improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julia Galloway

## Full report

### Information about the setting

Squirrels Day Nursery was registered in September 2013. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Tree Tops Children's Centre in Kidderminster. It is one of three settings managed by the Redditch Young Men's Christian Association Limited. The setting serves the local area. There are 24 children on roll in the early years age range. There is an area for outdoor play that is accessible to all children. The setting employs eight members of staff, all of whom hold relevant childcare qualifications. The setting is open Monday to Wednesday, from 9am until 3pm, term time only. Children attend for a variety of sessions. The setting 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:

- review and reflect on children's different learning styles to enhance and extend their progress further, particularly in relation to boys
- enhance the professional development of staff through the use of peer observation to help them to consider how to further improve their already good teaching practice to drive further improvement in learning outcomes for children.

### Inspection judgements

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

The nursery is well-organised and provides an inviting and safe environment for the children who attend. All children are making good progress because staff prepare a wide range of activities that interest and motivate them to learn. Educational programmes have depth and breadth across all areas of learning, which enables children to engage in a wide range of experiences. Planning ensures that, in general, children's individual needs are met and takes account of their different interests or stage of development. Consideration is given to individual children's next steps in learning when devising activities for the whole group. For example, an activity is planned to extend a specific child's counting skills using a large dice and small dinosaur figures. However, all children join in and take part because staff are very open to extending activities to all children and are encouraging to those who wish to take part. This means that staff can monitor individual children's progress while also providing an enjoyable activity that enhances several children's learning. Children are motivated to join in with activities because staff consider what children like to do or are interested in. The nursery provides a wide range of open-ended resources which enable

children to direct their own play. For example, they provide a selection of wooden blocks, logs and pieces of material that children use to support their creative play. Children are active in their learning because they learn while they play. Teaching is good because staff know the children and have high expectations for them. All children are encouraged to come together for group activities but staff show awareness that some children need more time to play independently and are not ready for this type of situation. Interactions between staff and children are good and staff communicate with children using language that they understand. During a circle time activity a member of staff adjusts her responses to children depending on the child's level of understanding. This ensures that all children are included and can join in. On occasions some children, particularly older boys, are more reluctant to join in with adult-led activities. Although they play together happily, they are not always motivated towards activities that provide them with challenging experiences so that they achieve the highest possible levels of attainment.

Children's progress and achievements are closely monitored because the nursery uses assessment documents that identify attainment and highlight any gaps in progress. Key persons have a good understanding of children's interests and next steps. Consistent observations and assessments, and a system that monitors all children's progress overall ensures that in general, any weakness or gaps are quickly identified. Staff are able to track children's progress, ensuring they promptly identify starting points and, thereafter, regularly monitor their ongoing developmental needs. The nursery uses a monitoring system to identify any vulnerable groups of children who may require additional or specific support. The key person system is embedded and staff know their key children well. This ensures that they can approach their interaction with children in a well-informed way, such as being able to skilfully question them during activities or during their play. Teaching is focused, yet driven by what children choose to do. For example, when a child is rolling a small ball a member of staff asks 'can you find anything else in this box that rolls?' The child quickly finds a hoop and shows it to the member of staff who says 'yes, a hoop can roll too'. The member of staff then encourages the child to play a rolling game with another child and sensitively moves away leaving them to play together. Assessments such as the progress check at age two are routinely completed. This means that parents and carers are well-informed about their child's strengths or any areas where learning is less than expected. The nursery is able to provide targeted support for those children who require it. For example, children with speech and language difficulties have been referred for support from specialist professionals. These professionals come into the nursery to work alongside staff, therefore, ensuring that these children get the best possible support to make good progress.

Opportunities to develop children's independence are promoted throughout the nursery and, as a result, all children appear happy and confident. They move around the range of activities provided, showing interest and curiosity. Children show that they are beginning to understand regular routines and they quickly begin to tidy away toys when asked to, or line up ready for lunch. This shows that they are gaining important skills that will support their on-going learning when they move to school or other nurseries.

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

All children appear happy and settled in the nursery and they quickly begin to play and explore on arrival. They form secure attachments with staff who are positive and approachable at all times. Consequently, children are developing a sense of belonging in this welcoming environment. Many of the families of the children who attend the nursery also access services at the on-site children's centre. Nursery staff work in partnerships with other agencies and the children's centre to ensure that children and families get any help that they need. Staff are able to support parents and carers to complete forms if required and they routinely explain why certain information is required. This means that there is a two-way flow of information between the nursery, parents and carers. The nursery holds special events during the year and invites parents and carers to join their children. As a result, children are able to share what they have been doing at nursery with their parents and carers in an informal environment. Children move smoothly between rooms because staff share information with each other and are aware of how to ensure children are happy at this time. They plan visits to new rooms led by children's individual needs. For example, when a child finds it difficult to part from their sibling who is a different age the staff consider this and make sure that children move when they are ready. This sometimes means that children spend periods of the day in both rooms depending on their needs. This supports children's emotional well-being because staff consider the impact that separating from a sibling may have on a child. Therefore, children do not feel pressured and they are able to decide for themselves when they feel ready to move rooms during the day to see their new friends.

Children are encouraged to be independent at mealtimes and they enjoy being chosen to help with serving lunches. All children sit together as a group, the room is calm and children eat well. The nursery provides all snacks and meals, which include portions of fruit and vegetables. This ensures that children eat a balanced diet which contributes to them having a healthy lifestyle. Children have opportunities to take part in activities that support their physical development and learn to manage risk for themselves, keeping themselves safe. Throughout the day they have free flow when they can move freely between inside and outside. This means that children are active and they enjoy the range of activities that are provided outside. The outside areas have been developed to offer different experiences to children, which include playing on bikes and scooters or reading stories in dens. Children enjoy sitting with staff inside a den while listening to a story and they peer out of the den to look for items from the story, making connections between what they are hearing and seeing. This supports children's understanding of the world around them. All areas of the nursery are regularly checked for hazards and staff complete daily and monthly risk assessments. This means that the environment is safe and suitable for the children who attend. Staff are vigilant about recording any accidents or injuries and most staff have attended the required training that enables them to administer first-aid. Systems to ensure that children's dietary or medical needs are recorded, shared and robust. This means that children's good health and safety is assured. Detailed information is shared with parents and carers about what children have been doing at nursery which includes any personal care needs. Staff in the toddler room support children and their families with information about toilet training, weaning from bottles or using dummies to ensure that children are gaining increasing independence skills that support their on-going learning. Children are well-prepared emotionally for the next stage in their learning because they build good relationships with staff. This helps to foster their individual social

and emotional development.

Children play well together and staff provide good role models to children at all times. All staff have received recent training in managing children's behaviour. As a result, systems have been developed based around staff praising and rewarding children for what they are doing well. Each room has a display board to share 'wow' moments and children and staff are developing nursery rules together. Staff understand why some children sometimes find it difficult to manage their own behaviour and they provide clear guidance and boundaries in a sensitive manner. Staff are aware that children sometimes need areas and space where they can rest and relax after becoming upset and rooms have been arranged to ensure that children have opportunities to do this.

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

Leadership is strong and a committed staff team demonstrate a sound awareness and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. All children are making good progress at the nursery given their starting points on entry. Safeguarding practice is excellent and all staff understand their responsibility to ensure that children are kept safe from harm. This includes, procedures to be followed if an allegation is made against a member of staff. The recording of events or incidents is precise and records are maintained to a good standard. This means that in the event of any concerns being raised, the nursery has the information that they need. This ensures the well-being and safety of both children and staff at all times. All staff are aware of how to report or record any concerns about children. Effective systems makes sure that any concerns are monitored and referred to outside agencies as required. Recruitment and safeguarding practice is robust and all new staff have recruitment checks carried out. All staff who are new to working for the provider, who has recently taken over the provision, have received inductions to ensure that new policies and procedures are understood.

Children are making good progress overall in their learning and development and systems to monitor progress have been implemented. This means that managers can identify any gaps or weaknesses that impact on children's progress. Line management systems ensure that all staff have the opportunity to discuss children's individual progress. They receive coaching and training from managers, which compliments on-going professional development. Staff are able to access a wide range of training, which has impacted positively within the setting. All staff hold appropriate childcare qualifications and they are enthusiastic about adopting new systems recently implemented to support the planning and delivery of the educational programmes. There is scope to extend the performance management system further by implementing opportunities for staff to undertake peer observations of each other, so that staff reflect on each other's practice, building on the already good teaching that takes place using sharply focused evaluations of how practice influences children's learning. Teaching and learning is consistently good across the nursery and precise assessment shows that staff understand children's skills, abilities and progress. This means that all children get the help that they need to ensure that they make good progress. Information is shared with professionals who provide children with

the additional help that they need. This includes, training for staff to ensure that appropriate targeted support is carried out consistently.

The provider and manager are committed to the further development of the nursery to continually improve the environment for the benefit of children. Detailed action plans are used to identify areas for improvement within the nursery. As a result, rooms within the nursery have recently been rearranged to best meet the needs of the children who are using them. Staff have played a key role in this and have spent time ensuring that areas are inviting and stimulating for children. All staff have also undergone training that ensures that they are able to continually improve outcomes for children. They have reflected on the way in which children learn and how adults play a key role in supporting this. Staff are knowledgeable and confident and are able to share information with parents and carers to provide children with consistent care that supports them in everyday life. Staff are aware of the importance of developing relationships with parents and carers and they do this sensitively. Partnership work with other agencies includes staff attending multidisciplinary meetings that ensure that families get the help that they need. The nursery is developing relationships with the local primary school to enable smooth transitions for children who move from the nursery into school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY469879
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	935716
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Redditch Young Men's Christian Association Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01562515747

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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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