

Squirrels

Richard Newman Primary School, Laithes Lane, BARNSELEY, South Yorkshire, S71 3AF

Inspection date

07/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Key persons know their children well. Routine observation and assessment ensures they are aware of children's learning needs and interests and they are mindful of promoting their language and communication skills.
- Transitions arrangements provide children with a sense of emotional security. Children are happy and they have positive relationships with practitioners.
- Safeguarding arrangements contribute to promoting a safe environment for children, and because any concerns are followed up quickly, practitioners protect children from harm.
- Leaders, managers and practitioners are committed and enthusiastic about how they can improve the provision for children.

It is not yet good because

- The quality of teaching is variable because arrangements for managing and monitoring practitioners' personal effectiveness are not yet fully embedded in practice.
- Practitioners are not always making effective use of the immediate space and resources, to provide a stimulating, well-resourced outdoor learning environment.
- Practitioners are sometimes not promoting children's personal hygiene and self-care skills before meals.
- Information sharing with parents about children's learning is not yet highly successful.

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.

Inspection activities

- The inspector toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the manager, registered person and other practitioners at appropriate times throughout the inspection.
The inspector carried out a joint observation with the manager and looked at
- children's learning records, planning documents, quality improvement plans and a selection of policies and procedures, including evidence of suitability of practitioners.
- The inspector took account of the views of parents through discussion.

Inspector

Helen Blackburn

Full report

Information about the setting

Squirrels was registered in 2013 and is on the Early Years Register. It is situated in Smithies, Barnsley, and is managed by the Governing Body of Richard Newman Primary School. It is accessible to all children and provides care for children aged from two to three years. It operates from a room within the early years foundation unit in the school. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one has Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Opening times are from 8.55am until 11.55am and from 12.15pm until 3.15pm. Children attend a morning or afternoon session. There are currently 14 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve arrangements for performance management so that practitioners' practice is effectively monitored to promote high expectations of themselves and children, ensuring the quality of teaching is consistently promoting and challenging children's learning through purposeful play experiences
- develop the outdoor learning environment, including making better use of the space and resources available in the immediate area so that children experience a stimulating, well-resourced environment that incorporates all areas of learning, to support their all-round development.

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

- enhance children's growing understanding of their health and personal care needs through effectively promoting a consistent approach to managing hygiene procedures, such as hand washing before snack
- build on parent partnerships by ensuring all parents are aware of their child's learning needs and by exploring different strategies to encourage them to participate in a more effective shared and common approach to supporting their child's learning at home.

Inspection judgements

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

Practitioners have a sound understanding of how young children learn and develop, although the quality of teaching is variable. Practitioners carry out routine observations and assessments on the children. They use these to track children's progress on the well-established computer-based system used within the school. Therefore, they identify children's next steps in learning, which means key persons are aware of children's skills, abilities and learning needs. They confidently explain how they plan suitable activities to support the development of individual children. Overall, this contributes to them supporting children in making steady progress in their learning and readiness for school. Children are happy; they have a positive approach to their learning and enjoy having a go and persevering with tasks. They enjoy making independent choices in their play, and practitioners incorporate children's interests when planning for their next steps in learning. For example, they use children's love of dinosaurs to teach them about number and counting to promote their mathematical development. However, although practitioners plan for children's next steps based on their observations, not all practitioners use child-initiated activities to enhance and challenge their learning. For example, when children play with musical instruments, practitioners do not always explain, show, demonstrate and talk to children about the different sounds the instruments make. In addition, when some children show an eagerness to count the cotton reels, practitioners leave the play; they do not question, challenge or enhance this activity for children. Therefore, demonstrating the quality of teaching to promote children's learning is not consistently good. However, practitioners are mindful of children's starting points and the importance of promoting their communication and language skills. Therefore, because of this, they positively interact with children, provide a narrative, use appropriate open-ended questions and make use of everyday routines to engage children in conversations. In addition, they make use of principles of the I CAN early talk programme to plan activities to promote children's language. This also helps to support children who speak English as an additional language.

Children enjoy books, and through activities, such as painting, drawing and making marks in the sand, they engage in activities to promote their early writing skills. This contributes to promoting children's literacy development and readiness for school. Practitioners provide some opportunities for children to explore different media, such as paint and dough. This includes a varied range of natural resources and materials, such as wooden blocks, ribbons, reflective, shiny materials, sand and water. This builds on young children's natural curiosity to handle, explore and investigate objects. However, opportunities for children to explore and investigate the outdoor learning environment is not as exciting. Although the outdoor environment is a key feature of the nursery improvement plans, practitioners are not making effective use of the space and resources available to them. For example, they are not making good use of the school grounds and foundation unit, where there is access to barked paths, trees, willow tunnels, music trees and spaces for children to explore natural habitats. In addition, although children have direct access to their own outdoor area, this is not as well resourced and stimulating as the indoor environment. Therefore, practitioners are not utilising the outdoor area to promote children's learning across all areas and their all-round development. Children enjoy using

their imagination and being creative. Younger children in the group engage in role play, such as pretending to make tea and taking their dolls for a walk around the nursery. Older children use a variety of craft materials to stick on their pictures to create, design and express their own ideas through art. This sufficiently promotes their development in expressive arts and design.

Practitioners understand the importance of involving parents in their child's learning. Through discussions, notice boards and stay and play sessions, some strategies are in place to promote parent partnerships. Practitioners share with parents children's progress check at age two, through a written summary of their child's development in the prime areas. In addition, they discuss with parents children's next steps in learning. However, these strategies to involve all parents in children's learning are not always highly successful. This is because some parents are not clear about what practitioners are working on with their children. Therefore, practitioners are not always successful in promoting a shared and common approach to supporting children's learning at home and the nursery.

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

When children start at the nursery, practitioners gather some relevant information from parents about children's individual needs. They use an 'all about me' booklet and admission documents to gather information, and this includes relevant detail about children's skills and abilities in the prime areas of learning. In addition, practitioners are beginning to routinely introduce home visits to support children's transitions from home. During settling-in-visits, children work closely with their key person so that they build up strong bonds and positive relationships with them. Key persons are sensitive to children's needs and they know children well, which means children receive the support they need. The nursery works closely with practitioners in the foundation unit to support children's transitions as they embark on their next stage in learning. This unit is adjacent to the nursery, so children already have regular contact with the practitioners in the unit prior to any settling-in-visits. These positive relationships, smooth transition arrangements and information sharing with parents on entry contribute to meeting children's needs. Therefore, children are happy and they feel emotionally secure and safe in the practitioners' care. This promotes children's personal, social and emotional development and contributes to children having sufficient confidence to embark on their next stage in learning, such as starting school.

Overall, the learning environment is welcoming and stimulating for children, especially indoors, where they have access to a varied range of activities. Practitioners provide a clean and safe place for children to play. They manage this because they supervise children's play, complete daily safety checks and conduct regular risk assessments. Therefore, good safety precautions are in place to minimise hazards and accidents. Children are learning about ways in which they can keep themselves safe, appropriate for their ages and stages of development. For example, practitioners encourage children to tidy up the toys to avoid accidents and to teach them about taking responsibility for looking after their environment. Practitioners praise children's achievements, and through play, they encourage them to share and take turns. This contributes to children having

confidence, self-esteem and positive relationships with their peers.

Practitioners take some positive steps to promote children's health and well-being. They implement a range of policies and procedures to promote their health, such as adopting regular cleaning routines to minimise the risk of illness and infection. They provide children with healthy fruit snacks. In addition, some children have a packed lunch before the afternoon session, and policies outline to parents the importance of providing healthy choices. Through some routines, practitioners teach children to learn about the importance of hygiene. Children routinely wash their hands after using the toilet. However, practice is sometimes inconsistent because they are not always supporting children in washing their hands before their snack. Therefore, they are not consistently promoting children's personal hygiene and self-care skills. Through daily access to outdoor play, children are able to be active and enjoy the benefits of playing in the fresh air. When playing outside, children enjoy throwing and catching balls, pushing and pulling wheeled toys and chasing their friends. This promotes their physical development and helps them to start to understand about the importance of exercise and healthy lifestyles.

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

Practitioners have a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners complete safeguarding training, and lead practitioners with designated responsibility for safeguarding complete advanced training. This means they are aware of their responsibilities in protecting children from harm. The nursery adheres to detailed safeguarding policies, lead practitioners ensure they monitor and deal with any concerns swiftly. The nursery maintains a varied range of documentation, policies and procedures, and practitioners understand and implement these appropriately. As a result, they keep children safe. Recruitment and vetting procedures, which include evidence of suitably checks on practitioners and induction programmes for new staff, contribute to safeguarding children. Practitioners carry out risk assessments and regular safety checks, which means they take all reasonable steps to promote children's safety. This includes good supervision of children through maintaining minimum adult-to-child ratios and effective deployment of practitioners.

Leaders, managers and practitioners demonstrate enthusiasm and commitment to improving the provision for children. Through some self-evaluation, discussions, meetings with the local authority and quality improvement plans, they have identified areas of the provision to improve. For example, they have begun to put together plans and ideas for the development of the outdoor area. In addition, by reflecting on their practice and assessing how children access the resources, they make changes to the layout of the room. This ensures they organise the learning environment to reflect how children use the space. They recognise their approach to evaluation and quality improvement is not yet embedded in practice. Therefore, their vision and ideas for improving the nursery are still to fully influence practice. There are some adequate arrangements in place for promoting a programme of professional development and performance management. All practitioners hold an early years qualification at level 3, with the lead manager holding Qualified

Teacher Status. Practitioners access training specific to caring for younger children, and the lead manager is beginning to introduce techniques to support the development of young children. However, performance management is not yet robust enough. For example, the skills and expertise of the lead manager are not effectively used in modelling good practice and coaching practitioners to promote their personal effectiveness. As a result, the quality of teaching is not consistently good with regard to challenging children through purposeful play experiences.

Practitioners have positive relationships with parents. Through some communication and information sharing, practitioners meet children's needs and they are sensitive to their individual circumstances. This promotes continuity in meeting children's care needs. Discussions with parents establish that they are happy with the care their children receive. They say practitioners are friendly and that their children love the nursery. Practitioners' relationships with other professionals and agencies involved in children's learning and care are sound. They share relevant information with them to ensure learning is tailored to children's individual needs. This supports children with special educational needs and/or disabilities or who speak English as an additional language. For example, practitioners work closely with speech and language therapists to support children's language and communication skills. This helps to narrow the gap in children's learning, given their starting points.

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

Unique reference number	EY466779
Local authority	Barnsley
Inspection number	939848
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	14
Name of provider	The Governing Body of Richard Newman Primary School
Date of previous inspection	not applicable
Telephone number	01226281255

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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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