

# Red Squirrels Nursery

Warcop C of E School, Warcop, APPLEBY-IN-WESTMORLAND, Cumbria, CA16 6NX

<b>Inspection date</b>	15/05/2014
Previous inspection date	09/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff know the children well and therefore plan a wide range of interesting and stimulating activities, that support their interest and the next steps in their learning. As a result, children make good progress in relation to their starting points.
- Children thrive in this warm and welcoming nursery through the kind, supportive and caring nature shown by staff. In addition, children form a close bond and secure attachment with their key person. As a result, their emotional well-being is fostered and they feel safe and secure.
- Staff demonstrate a good understanding of their responsibility for safeguarding and protecting children from harm. As a result, children are protected and safeguarded and their individual needs are well catered for.
- Good relationships are firmly established with parents and carers. This ensures that children's learning, care and welfare needs are effectively met and that all children are effectively supported at every level in their progress and development.

### It is not yet outstanding because

- There is scope to further extend children's, curiosity, imagination, scientific experimentation, and mathematical skills through additional water based activities.
- Occasionally staff do not always make the most of opportunities to ask more challenging questions to expand on children's thinking skills. This slightly reduces opportunities to further extend children's learning, creativity and critical thinking.

## 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 children playing in the playroom and outdoor play area.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting and conducted a joint observation with the manager.  
The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection and the parental questionnaires used by the nursery to evaluate their service.
- The inspector looked at children's assessment records and the systems for the monitoring of children's progress and discussed the planning.  
The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting and the documented self-evaluation systems that support the service.

## Inspector

Carys Millican

## Full report

### Information about the setting

Red Squirrels Nursery opened in 2007 and is managed by a voluntary committee. It operates from a designated nursery unit and the school premises, within the grounds of Warcop Church of England School in Appleby-in-Westmoreland, Cumbria. The nursery serves the immediate locality and also the surrounding rural areas. The nursery opens five days a week, from 9.15am until 3.15pm, term time only. Children attend for a variety of sessions. Children are cared for in the nursery building, school hall, reception area and associated facilities. All children have access to an enclosed outdoor play area, school garden and woodland retreat. There are currently 34 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children for whom English is an additional language and children with special educational needs and/or disabilities. There are currently six staff employed at the nursery. Of these, five staff work directly with the children, who all hold an appropriate early years qualification. Four of the staff have qualifications at level 3. One member of staff is working towards a qualification. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

### What the setting needs to do to improve further

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

- enhance and extend children's interest, curiosity, imagination, scientific experimentation and mathematical skills, for example, by providing additional water based activities to further develop their learning experiences
  
- enhance ways to build on staffs' already good skills in extending children's creativity and critical thinking by posing more carefully framed open-ended questions during activities and exploring what the child is thinking about to help the child to go beyond what they understood before.

## Inspection judgements

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

Overall, staff are effective in meeting the learning and development needs of children. They make good use of the different play areas to offer a wide choice of activities and play opportunities which meet children's interest, age and ability. Staff support children well by joining in with them and engaging them in detailed conversations. They offer help when required and enable children to become independent in their self-help skills and their routine care needs. As a result, they gain the skills required in readiness for school.

Staff have a secure knowledge of how children learn and in most situations, they challenge children well and encourage them to think for themselves. However, this is not consistently applied by all staff and so there are times when children are not challenged as effectively as others. For example, some staff are a little quick in helping children to attach the mobile phones to their jackets rather than allowing them the opportunity to think how they can do this. Children enjoy their play and often spend long periods of time absorbed in discussions with staff, visitors and other children. For example, children welcome the visiting police officer and community policewoman into the nursery. They are engrossed and enthralled as they learn about all the different jobs the police do, what they wear, the equipment they use and how they are friendly people to go to for help. Children have fun trying on different types of police hats and high visibility jackets. They handle the hand cuffs, the baton, and the radios. Staff explain their use and ask the children questions to further extend their learning. Children are confident to talk about their experiences and family life, as one child tells the police visitors how they catch robbers and his dad catches rabbits. During imaginative play staff continue to extend children's learning. They suggest that the children might like to add their own radios to their hi-visibility jackets and ask them to find the police helmets in the dressing up box. Staff continue the conversations about safety helping children to think about their own safety when out playing on their bikes, when walking in the village and when going shopping. Children enjoy clambering all over the police car, pressing buttons, listening to the siren and watching the blue and white lights flash on and off. The staff know the children extremely well. For example, children with special educational needs and/or disabilities who prefer to play in quieter areas are supported by staff members who know how to sensitively join in their play. They skilfully encourage their play and interaction by introducing resources they will use at their next school. They introduce the same systems, such as, picture exchange cards and shoe box games to help them achieve targeted steps in their development. Staff are skilled at encouraging children's use of language while they play and explore. For example, they introduce new words and model sentences clearly to help children develop good communication skills. Staff and children learn sign language and use signing at snack time to ask for milk or water. Staff praise them for remembering and as a result, their self-esteem, personal, social and emotional skills are effectively promoted.

Staff make good use of the daily routine so that children participate in a broad range of activities. Purposeful adult-led activities extend children's learning well, for example, children enjoy circle time activities. They enjoy stories being read, songs being sung and discussing the day's activities and what they enjoyed. This gives children time to share their views and learn to wait till it is their turn to talk. Children use a variety of construction sets and puzzles to develop their mathematical skills. They enjoy building with large bricks and discuss shapes, texture and size with staff when exploring natural materials. Staff successfully introduce mathematical language as children count, estimate, calculate and compare groups. For example, they estimate how many boys and girls are present at nursery, then count the number of girls, then boys and then staff members. Staff enable children to independently help themselves to a wide and exciting range of art and craft materials, so that they can explore and create their own pictures. Children who learn English as an additional language are also particularly well supported in the nursery. Staff ask parents for symbols, numbers and words to display in the nursery so that children can see and hear their home language and use it in their play. Children are made fully aware of the difference and diversity of the world around them. For example, visual

positive images are promoted through wall displays, photographs and labels and the good range of toys and resources are available. Children develop their literacy skills while sitting down to look at books and sounding out and writing the letters in their names. Gifted children are well supported and staff encourage their further learning in conjunction with the reception school staff who support their excellent reading skills. As a result, children are purposefully engaged in play and are making good progress in all areas of their learning and development in relation to their starting points.

Staff provide a good range of interesting and challenging experiences. By doing so, they contribute to children making good progress and further develop their skills for their future learning. Staff skilfully observe and accurately assess all children's learning. They keep clear and precise records of their progress, which means they have a good understanding of the children's individual abilities in all areas of learning. Staff give a high priority to encouraging parents to contribute to their children's play and learning to ensure that they play an active part. For example, parents complete 'All about me' forms, which provide essential information on children's starting points. Parents are encouraged to read their child's developmental records. They comment that they enjoy discussing their children's progress with management and key persons. Parents are able to read what activities have taken place and receive informative newsletters on the curriculum and nursery events. This helps parents support their children's individual learning at home. Staff summarise children's progress using a summary form to record children's achievements and next steps in their learning for the required progress check at age two. Staff complete this in partnership with parents and it provides a clear record of their children's progress.

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

Children settle easily in to this warm and welcoming nursery. This is because all the staff are genuinely pleased to see them and they greet them warmly on arrival. Everyone is made to feel welcome. Staff teach children independence and self-help skills right from the very first day that they attend nursery. They learn to hang up their coats on their own special coat peg and to identify the sound of the first letter in their names as they self-register on the wall chart. Staff build a close bond and secure attachment with the children. They develop strong relationships with the families of the nursery children through the good settling in procedures and the excellent interaction with them on a daily basis. Key persons support individual children and one-to-one care is well embedded to ensure all children's needs are well met. Through good information sharing, staff, parents and carer's develop a good understanding of children's individual needs. Children confidently leave their parents and carers and settle quickly in their chosen activities. They wave good bye to them and then settle happily chatting with staff and their friends. This effectively supports children's emotional well-being and maintains their sense of security.

The nursery is well resourced and provides children with an interesting and stimulating learning environment both inside and out. Children happily explore and investigate. They make choices in what they want to play with, knowing that staff are close by to offer their support and guidance. Staff act as good role models. They are effectively deployed both indoors and outside to support the children play. Children develop the complex skills of

sharing and working together. They help one another and work together cooperatively during their play and show a good awareness of the daily routines. Staff offer children clear guidance and explanations with regards to their behaviour. For example, they remind children to sit down when using the slide and to wait their turn at snack time. Routines are well managed and guided by experienced staff who support children by helping them get ready to move on to school. For example, children have music and movement sessions in the school hall and those children having school lunch collect it with staff from the school kitchens. In addition, children are developing good self-care skills. They self-register on arrival at nursery, self-select their snack from a number of healthy options and then they pour their own drinks. Staff also encourage children to put on their own coats before they go outside. Children develop their confidence, social skills and establish firm friendships as they play together. For example, children choose to sit beside their friends at snack time and take part in activities together through the day.

Staff promote a healthy lifestyle. Children are taught about healthy eating, take part in numerous outdoor play and physical exercise. Staff prepare a range of healthy snack options and follow children's individual dietary needs. Younger children are gently reminded to wash their hands before mealtimes with little fuss and older children automatically go by themselves. This demonstrates that children follow good hygiene routines and practices. In partnership with the school catering staff and through suitable packed lunch meals prepared by parents, all meals meet children's dietary needs and cultural requirements. A particular feature of the nursery is the children's ability to play outside in all weathers. The covered play area with safety flooring enables children to play on large climbing frame apparatus, ride on wheeled toys, build with large bricks and play with sand. Staff engage in the children's play and children play happily outside. They enjoy running around and using the resources made available to them. However, there is scope to further enhance children's interest in water. For example, by introducing additional water based activities and features to enhance their sensory play and to provide more opportunities for mathematical and scientific experiments and experiences. Children have access to the school nature play area where they enjoy looking for insects and mini beasts and a section of the school garden is available to enable children to grow flowers and vegetables to harvest. This develops their understanding of nature and to explore the world around them.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. Good systems are in place to help safeguard children and protect them from harm. All staff have completed safeguarding training and know exactly what steps to take should they have any concerns about the children in their care. Children's welfare is further safeguarded through the staffs precise use of documentation. Staff keep accurate records of the attendance of children, staff and visitors, along with records of any accidents or medication they administer. Robust procedures are implemented with regards to safe recruitment, vetting and induction of all new staff. Rigorous checks are completed to ensure that all those working with the children or associated with the nursery are suitable to do so. Staff complete thorough risk assessments relating to the use of the

premises and all activities that the children take part in. Children are developing their understanding of the importance of keeping safe. Staff provide gentle reminders to children as they play inside. For example, while playing with the shells and stones the staff remind children that if they throw them someone may get hurt. Children are supervised but still able to take risks for themselves while they climb the large apparatus in the nursery play area and on the woodland play equipment in the school nature area. Children take part in nursery and school fire drills and therefore they are fully aware of the emergency evacuation assembly points. Staff are vigilant about children's safety. They closely supervise children as they move freely between the indoor and outdoor environments. As a result, children's safety is assured.

The manager monitors the delivery of the educational programmes and tracks children's progress to identify any emerging gaps in children's learning. The staff are very aware of the importance of working closely with the other professionals who support the children and their families. Staff attend meetings with parents and together they decide what is best for their children. The nursery staff also work closely with the local authority advisors to devise focused improvement plans to improve their practice. The nursery has very close links with host primary school, which aids the smooth transition for children leaving the nursery to begin their formal school education. Teachers from other rural schools that children will attend in the future visit the nursery to meet the children. Staff share information about their progress so that children's needs will be met in their new setting. The nursery shows a strong capacity to improve the service they provide to the community. Regular appraisals take place to identify the staffs strengths and areas to improve their practice. Supervision meetings enable the staff to speak with the manager to share their thoughts and ideas as well as being used as a platform to seek further professional development and training to enrich their knowledge and understanding in early years subjects. All users of the nursery are invited to offer their suggestions to improve the nursery provision. The staff team collate the information obtained for the questionnaires to carry out a full and detailed self-evaluation of the strengths of the nursery and the identification of any areas for improvement. For example, these include developing a sensory garden in the school garden with the nursery children. As a result, effective self-evaluation helps to improve the quality of provision and outcomes for the children.

Partnerships with parents are good. Staff make parents feel very welcome and work closely with them and other professionals to identify additional learning needs. Together they devise individual programmes to ensure high levels of support are offered to children before and after more formal stages of assessment are initiated. Staff provide daily feedback on all events of the day and share information with parents about children's next steps and how learning can be continued at home. A well written set of policies and procedures is available to parents and fully implemented by staff in their practise. In addition, parents receive a prospectus with information about the nursery, regular newsletters detailing topics and events and the parents whiteboard details activities and details about the educational programme. Parents spoken to during the inspection stated that they are very happy with the quality of the service. They feel that staff are 'very approachable', 'supportive' and 'wonderful and nurturing' and that their children are very happy at the nursery. Parents comment on how much progress their children have made

since starting and that the staff spend time talking to them about their children. As a result, good communication is maintained between them.

### **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>	EY350376
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	863327
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	19
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Red Squirrels Nursery Committee
<b>Date of previous inspection</b>	09/03/2012
<b>Telephone number</b>	01768341472

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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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