

Squirrels Daycare

Links Children's Centre, Linnet Close, Waterloooville, PO8 9UY

Inspection date

Previous inspection date

03/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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 stimulating curriculum is planned to meet the interests and individual needs of all children.
- Staff provide an extensive range of activities and experiences to effectively promote children's understanding of the world.
- Safeguarding procedures are robust and promote the children's welfare successfully.
- Robust evaluation and professional development effectively drive improvement.

It is not yet outstanding because

- Staff do not always promote some children's independence and self-care skills consistently.
- A few children's progress records are not updated regularly to ensure parents receive fully accurate information.

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 base rooms and the outside play area.
- The inspector spent time talking with the owner, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

Squirrels Daycare is one of two settings that re-registered as a limited company in 2013 but originally registered in 2003. It operates from rooms within a children's centre in the Waterlooville area of Hampshire. The nursery is open each weekday from 7am to 6pm, and on Saturday from 8am to 4pm, during term time only. All children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It cares for children aged from three months to eight years old. There are currently 20 children in the early years age group on roll. The nursery provides free early education for two-, three- and four-year-olds. Children come from a wide catchment area and are able to attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and also supports children who are learning English as an additional language.

The nursery employs seven members of staff. All but one staff member hold a relevant childcare qualification ranging from level 3 to a degree.

What the setting needs to do to improve further

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

- improve further the information available to parents about their children's progress, with particular regard to the children's progress records
- enhance children's independence and physical development, particularly with drinking and self-care skills.

Inspection judgements

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They spend time observing what the children can do and record the information in the children's individual learning folders. However, a few records are not always up to date, to ensure parents receive fully accurate information. Staff effectively use the information alongside the children's interests and different learning styles to identify and plan for the children's next learning steps. The children's key people gather information about the children's starting points from parents before the children attend. This enables staff to begin to plan activities and experiences to interest the children and help them to settle on arrival. The stimulating and exciting curriculum is designed to reflect children's individual

interests and learning needs.

All staff demonstrate good quality teaching skills and they sit with the children at their level, engaging them in purposeful conversation and activities. Staff are interested in what the children say and respond well to them, extending their vocabulary at every opportunity. Staff also encourage children to complete tasks they have started. As a result, children maintain their focus on activities for an extended time, which develops their concentration skills in preparation for future learning. Staff plan a range of activities alongside the continuous provision, which means children enjoy a selection of learning opportunities throughout the day. They work in small and large groups, and benefit from one-to-one activities with staff. This promotes the children's social skills effectively, building their confidence and self-esteem successfully. Consequently, children are confident in all situations and cooperate well with others from an early age. Staff ensure the learning environment is rich with text and numerals, both inside and outside. As a result, older children count at every opportunity and are beginning to recognise numerals during games. They make marks for a variety of purposes as they practise their early writing skills in different situations.

Children are developing an exceptionally good understanding of the world around them. They celebrate a range of international festivals and enjoy different art activities. Staff plan an extensive range of planting and growing activities and children benefit from the 'mud kitchen' outside. They use bug boxes to hunt for mini beasts in the earth and enjoy tasting the fruit and vegetables they have grown. Staff organise the home corner well to attract the children's attention. As a result, this area is used frequently and children are able to express themselves freely as they act out personal experiences. For example, children use the 'caring corner' to look after the dolls, as they dress and feed them.

The nursery has established good procedures to support children during their move to the pre-school. Children are introduced to their new key people and visit the pre-school frequently. Staff in the nursery meet with the pre-school staff and, with parental consent, they share key information to ensure the children's move to pre-school goes smoothly. Consequently, children gain the skills they need to be ready for pre-school or their next stage of learning.

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

All children are happy and settled during their time at the nursery. The staff team spends time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are being met. Children sing songs and rhymes with staff as they engage in role play, and cooperate well with other children. This demonstrates that children feel safe and secure, and are relaxed in their nursery environment. Staff gather a wealth of information from parents about their children's individual needs, before they attend, as they are settling in and as an ongoing part of communication. Staff, parents and children are developing and building positive and trusting relationships. As a result, children's individual needs are being met, including health, dietary, and cultural requirements and preferences.

All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as not running inside the building and wearing sun hats. All children and staff practise regular fire drills to ensure everyone is familiar with the evacuation procedures.

All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children's efforts and achievements, and take time to praise and encourage them. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and are extremely polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children share the resources and take turns with ease.

The nursery has a healthy eating policy in place. Staff share the policy with parents to promote the inclusion of healthy options in the children's lunch boxes. The nursery provides a wide range of healthy snacks. Snack time is a social event and staff sit with the children. They chat with each other and staff about the types of food that are good for them. Staff ensure fresh drinking water is provided in both play rooms and outside. However, one of the drink stations is a little too high for all children to access independently. As a result, staff do not always effectively promotes children's self-care skills in this area. All children have access to the secure outside learning environment where they experience an extensive range of activities. Outside play covers all areas of the curriculum and children enjoy digging in the 'mud kitchen'. Children have many opportunities to practise their physical skills, both inside and outside, as they learn about the importance of regular exercise.

Parents are actively encouraged to be fully involved in their children's learning as soon as they register their children at the nursery. Staff gather a wealth of information from parents about the children's welfare needs and their starting points in relation to their learning and development. All parents have access to their children's records at any time and are able to make written contributions. Parents' evenings and written reports, including information about the children's next steps, are provided to enable parents to extend their children's learning at home.

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

All staff have a very good understanding of safeguarding procedures and know how to implement them. Through discussion, staff demonstrated an awareness of signs and symptoms that would cause concern, such as unexplained bruising or a change in the children's behaviour. Staff inform the parents about safeguarding procedures through discussion and access to the written policies. Children play in a very safe and secure learning environment. This is because staff complete an annual risk assessment and carry out daily checks to ensure the playrooms and outdoor area are safe. All visitors are

required to show identification and sign the visitors' book. Robust recruitment and vetting procedures help to ensure all adults in the nursery are suitable to work with children. All new staff and any apprentices or trainees are appointed on probation and are required to complete a full induction programme. This is to ensure that every member of staff is fully aware of their personal roles and responsibilities within the nursery. The induction covers all the required aspects, including safeguarding, health and safety, and emergency evacuation procedures.

Staff work closely with the families to ensure they are meeting their individual needs. Strong links are also in place with other professionals, such as the speech and language therapist, who works with staff to support children and draw up their individual educational programmes. The nursery also has visits from the local dental nurse to encourage good oral hygiene across the nursery.

The owner, all staff and parents are involved in the evaluation process to drive improvement within the nursery. Following previous self-evaluation, the nursery has changed the layout of the base rooms to ensure all areas of learning are covered each day. The outdoor play area is continually being developed to allow more sensory learning experiences for the children. In addition, the nursery now opens on Saturdays to cater for the needs of the local community, following feedback from parents. The owner carries out annual appraisals and regular supervision meetings. She sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the nursery continues to develop and improve the outcomes for children. This demonstrates a clear capacity to improve the outcomes for children. All staff are aware of the high expectations of the owner and they all implement the policies and procedures effectively. Staff feel valued and supported by the owner and as a result, they are keen to train and improve their professional skills and the outcomes for children. They use their good knowledge of the learning and development requirements to implement the educational programmes successfully. Consequently, children are making good progress in their learning and development.

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

Unique reference number	EY471270
Local authority	Hampshire
Inspection number	948513
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	20
Name of provider	Squirrels Nursery Limited
Date of previous inspection	not applicable
Telephone number	07795328054

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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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