

The Squirrels Pre-School

59 Delamere Park Way West, Cuddington, Northwich, Cheshire, CW8 2UJ

Inspection date

11/09/2014

Previous inspection date

14/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 2

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

- Staff know the children well and plan appropriate activities based around their individual interests. As a result, children enjoy their learning experiences and are engaged.
- The quality of teaching is satisfactory and occasionally good. Staff provide children with suitable opportunities to enhance their skills through challenging experiences.
- Staff and children have positive relationships. An effective key-person system ensures that children are secure and settled in the care of the staff.

It is not yet good because

- The safeguarding policy does not take into account the use of mobile phones and cameras within the setting, to ensure that children are kept safe and further protected from harm.
- The progress check for children between the ages of two and three years is not being used effectively, to provide parents with an assessment of their children's learning and development.
- Self-evaluation is not yet sufficiently embedded into practice to identify future developments and enhance opportunities for children.
- Information regarding children's starting points is not sought from parents, and initial assessments are not evaluated against expected levels of achievement. As a result, initial assessments are not precise.

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 the interactions between staff and children during play.
- The inspector observed activities in the main playroom and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager and childcare staff.
- The inspector looked at children's developmental records, planning documentation, and checked evidence of suitability and qualifications of staff working with the children, including Disclosure and Barring Service checks.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Lynsey Hurst

Full report

Information about the setting

The Squirrels Pre-School was registered in 1986 and is on the Early Years Register and the compulsory part of the Childcare Register. It is managed by a committee of parents and operates from two rooms within the small building adjacent to Delamere Park Club House, on the Delamere Park residential housing development. There is a secure outdoor play area. There are currently 10 children on roll, all of whom are in the early years age range. The setting receives funding for the provision of free early education to children aged three- and four-years-old. The setting currently cares for children from two to five years of age. The setting is open Monday and Wednesday 9am to 12pm and Tuesday and Thursday from 9am to 3pm, term time only. The setting employs four members of staff who work directly with the children. All of whom hold appropriate qualifications at level three. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- ensure the safeguarding policy includes the use of mobile phones and cameras within the setting, to further promote children's safety
- enhance the use of the progress check for children between the ages of two and three years, to ensure children are continuing to make progress and their development is shared with parents and carers.

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

- develop the self-evaluation process to ensure that strengths, weaknesses and areas for improvement are clearly identified, taking account of the views of staff, parents and children
- develop systems for gathering information from parents when children first start at the setting, to ensure their starting points are accurately assessed in order to inform the planning of activities based around their next steps of learning.

Inspection judgements

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

Staff have a clear knowledge and understanding of how children learn and develop. They know the children well and have a sound understanding of individual children's interests. This knowledge is used to provide children with a suitable range of experiences that cover the seven areas of learning. Activities are interesting and provide children with challenge. As a result, children enjoy their learning and are motivated to participate in activities. Parents share information from home regarding children's care routines and their interests, likes and dislikes. However, parents are not involved in the assessments of children's starting points on entry to the setting. Initial assessments are not effectively evaluated against expected levels of achievement. This results in children's initial learning and development needs, and next steps for learning not being precise. Ongoing assessments take place on a termly basis and are used to identify children's progress. However, the progress check for children between the ages of two and three years is not fully embedded into practice. As a result, children's strengths and areas for improvement are not effectively shared with parents. Tracking of children's learning and development assists staff with identifying any gaps in children's progress. Any gaps are targeted through the planning of suitable activities for individual children. Staff provide children with a range of activities that prepare them for their next stage of learning, such as school. For example, new children are introduced to the expectations of the setting through fun activities that build their confidence and help them settle quickly into their environment.

The quality of teaching across the setting is satisfactory and occasionally good. Staff use a skilful questioning and a range of demonstrations and interactions to support children's learning and development. As a result, children are focused and motivated to learn. Staff engage with children during their play to support and encourage them to build on their skills. They support children in using tools and media that are suitable for their individual needs. For example, staff talk to the children about using the correct-handed scissors during a cutting activity and explain the differences between the scissors. They talk to the children about holding the scissors like a crocodile and make snips in the paper. As a result, children's confidence is supported as they achieve the desired outcome.

Resources are readily available for the children to make their own choices and become active learners. This supports children's independence, personal, social and emotional development. Staff talk constantly to the children about what they are doing and provide questions to extend their thinking and learning. Story telling activities are fun and interesting, as staff introduce new language and extend the story to involve the children. As a result, communication is well supported. This is a focus of the setting, to ensure all children are developing the necessary skills to communicate effectively.

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

Staff take time to get to know children and their families, to ensure that children settle well into the setting. An effective key-person system ensures that relationships develop quickly and support children in developing secure attachments. As a result, the anxiety that the children and their families may feel due to the change is reduced. This assists the move from home, so that it runs smoothly. Staff warmly greet children and their parents at the start of each session. They also take an interest in their activities outside of the

setting. Parents comment that the staff are wonderful and they provide children with a welcoming and safe environment, which the children love to attend.

Staff are good role models and deploy themselves well. Children are introduced to the behaviour expectations of the setting through circle-time discussions, routines and successful role modelling by staff. This helps children feel emotionally secure and develop a strong sense of belonging. As a result, children are well behaved, respectful and use good manners with both staff and peers. Children develop a positive attitude to learning as staff join in their games. For example, staff engage in action songs and rhymes, which motivates children and encourages them to join in.

Children have access to a good range of age-appropriate resources, which they use as they choose. Resources are clearly labelled and accessible, encouraging children to make independent choices. Children are encouraged to manage their own personal hygiene routines and demonstrate good self-care skills. They understand the need for hand washing before meals and after using the bathroom. Children are developing an understanding of healthy lifestyles through discussions around healthy snacks and drinks. The outdoor area is available to the children on a daily basis, and is used flexibly to meet their needs and wishes. Children are reminded about being careful and mindful of others when using the equipment. This helps to promote their physical well-being and enables them to learn how to assess and manage risks safely. For example, children use physical climbing equipment safely and look out for other children when using ride-on vehicles.

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

Staff are fully aware of the signs and symptoms of possible abuse and their responsibility to report these to the designated safeguarding person within the setting, including any concerns or allegations made against staff members. They are also aware of their responsibility for reporting concerns to the relevant agencies, should they feel their concerns are not appropriately dealt with. Policies and procedures are implemented consistently by staff to protect children from harm. However, the safeguarding policy does not include the use of mobile phones and cameras within the setting, to further promote children's safety. Annual safeguarding audits are completed and returned to the local authority. Performance management is completed for all staff and provides them with opportunities to gain access to training. Mandatory training is kept up to date. Additional training information is disseminated through the team to improve practice.

Self-evaluation is not yet sufficiently embedded into practice. Questionnaires are used to evaluate parent's feelings, and feedback about the setting and the service it provides. However, as yet, these are not used effectively to identify the settings strengths and weaknesses or to focus on improving the teaching and learning opportunities for children. Monitoring of assessments is completed by key workers and overseen by the manager. This ensures that all children are making suitable progress and that any gaps are identified, so that interventions can be sought. The educational programmes are monitored through the tracking of children's progress and any identified gaps are highlighted and shared among staff. This ensures that all areas of learning are

appropriately covered.

Partnerships with parents are generally good. Parents are informed about their children's progress through daily feedback and parents evenings. They value the setting and feel that it provides the children with a safe environment for them to grow and develop. Partnerships with other providers are in place for children who access two settings. This means that information is shared to ensure that children's learning and development needs are met.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | 305386 |
| Local authority | Cheshire West and Chester |
| Inspection number | 867592 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 20 |
| Number of children on roll | 10 |
| Name of provider | The Squirrels Pre-School Committee |
| Date of previous inspection | 14/07/2011 |
| Telephone number | 01606888782 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

