

Squirrel Nutkins Nursery

1 Clarence Avenue, Thornton, CLEVELEYS, Lancashire, FY5 2BE

Inspection date

Previous inspection date

25/09/2014

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

- Children experience a wide variety of interesting activities and resources based on their current interests, because the practitioners are knowledgeable and skilled at delivering very good early years education.
- Practitioners are welcoming and approachable and have created an attractive, inviting setting. As a result, it is a comfortable and enjoyable place for children.
- Children's physical and emotional well-being and their knowledge of healthy lifestyles are supported well through healthy meals and well-thought-out activities, including gardening, cooking, sport, drama and yoga.
- Practitioners work effectively with parents and others to support children's development. Parents are kept very well informed of all aspects of nursery life and speak highly of the service the nursery provides.
- Passionate and committed leadership from a skilled team has created a very good nursery with some excellent aspects. Their child-centred focus on reflection and professional development ensures that they continue to improve even further.

It is not yet outstanding because

- Practitioners have scope to help children settle more readily when they start at the nursery by enriching the opportunities for children to get to know their key person well, so that they quickly form a strong base from which to develop their independence.

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 the three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the provider.
- The inspector held a meeting with the provider and the manager of the nursery.
- The inspector looked at assessment records and planning documentation used to support children's learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent surveys.

Inspector

Sara Edwards

Full report

Information about the setting

Squirrel Nutkins Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of two settings privately owned by the provider. It operates from a large detached house in Thornton-Cleveleys, Lancashire. Children have access to two dedicated playrooms on the ground floor and a baby unit on the first floor. There is an enclosed outdoor play area. The nursery serves the local area and is accessible to all children. It opens five days a week, from 8am to 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 68 children on roll who are all in the early years age range. The nursery receives funding for the provision of funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. There are currently 10 practitioners working directly with children. Eight of the practitioners have appropriate qualifications at level 3 and one at level 4. The provider, who is predominantly based at the other setting, holds Early Years Professional status.

What the setting needs to do to improve further

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

- enrich opportunities for children to get to know their key person before they start at the setting, to help them settle more readily and quickly form a strong base from which to develop their independence, for example, by making home visits.

Inspection judgements

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

The quality of teaching is very good because practitioners have a strong knowledge and understanding of how young children learn. They develop children's language and thinking skills as they play, by using effective conversations and questioning. Consequently, children demonstrate good vocabulary and prediction skills, for example, as they explore jelly and water. Children enjoy a wide variety of activities across all areas of learning, which are linked to their current interests. They are engaged and excited about their play and their learning. For example, they excitedly show visitors the butterfly pictures they are painting and the real caterpillars, which they explain are going to turn into butterflies.

Practitioners make regular assessments of children's progress and use these to plan effectively for the next steps in children's learning. They make good use of the progress check completed for children between the ages of two and three years to share information with parents and other professionals. They also identify when support from other professionals is required and act promptly to access it. As a result, all children make good progress, including those with special educational needs and/or disabilities and those

receiving funded early years education. Children are all developing the key skills for the next stages in their learning, including their move to school.

The nursery is committed to working with parents and carers to support children's learning and does so very successfully. The practitioners and parents share information between them, so that they all understand children's current interests and the progress they are making. Practitioners use information from parents to plan and support children's activities. They send resources home for children to enjoy with parents, for example, science packs, which the nursery make based on children's interests. As a result, children's learning is enhanced, both at nursery and at home.

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

Children have good relationships with all of the caring, skilled practitioners, and the key-person system ensures children's needs and interests are well known by all of the practitioners working with them. Babies enjoy sitting with their key person, as they enjoy song time and they snuggle in when they are tired or shy. When children are new to the nursery, all practitioners are very aware of and attentive to their needs and interests and they all work to help them to enjoy activities. Practitioners are very welcoming and get to know children when they visit the nursery. They work with parents to find out about children's interests and preferences, so that they can support them from their first day. However, practitioners do not always enrich opportunities for children to get to know their key person well, so that they quickly form a strong base from which to develop their independence. This is in order to help children settle even more readily.

The nursery team have created an attractive, inviting setting, which is a comfortable and enjoyable place for children. Children's development and well-being are supported well by the strong environment and they enjoy exploring and playing with the stimulating resources. Babies enjoy cosy places and areas where they can investigate and get messy. Practitioners are good role models and use a range of behaviour management methods effectively to help children play cooperatively together. Consequently, children behave well and have good relationships with each other.

Children's physical well-being and their knowledge of healthy lifestyles are highly supported. Children enjoy tasty healthy meals freshly cooked in the nursery. They enjoy a variety of well-thought-out activities, including gardening, cooking and sport, which help them to develop healthy habits and learn about why it is important to look after their bodies. Practitioners help children to learn to keep themselves safe through planned activities and appropriate reminders. Children develop their self-confidence and self-esteem through good relationships, positive praise and specific activities, such as drama and yoga. They are encouraged to develop their independence and self-care skills through daily routines. Consequently, all children are developing the confidence and skills, which will help them when they move on to school. Children are emotionally well prepared for moves within the nursery and on to school because the nursery team have designed thorough support programmes for children and work closely with parents.

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

The management team are passionate and committed to delivering high quality childcare to children and their families. Their own knowledge of the learning and development requirements and child development is very strong and enables them to monitor, lead and support their team well. Children are kept safe and healthy because the leaders fully understand the safeguarding and welfare requirements, and ensure high quality practice is maintained across the nursery. For example, the manager reviews accident records every month, which helps to promote children's health and safety well. Safeguarding is a strong priority and practitioners demonstrate that they are clear about what they need to do if they have concerns about a child in their care. Emergency procedures are understood very well and all practitioners are trained in paediatric first aid. Robust recruitment and induction procedures ensure that practitioners are safe to work with children and have good skills to care for and teach them.

The management are proud of their strong team of practitioners and they encourage and support all of them to continue to develop their skills and knowledge. They regularly use supervisions, appraisals and peer observations to support practitioners and to identify their development needs. They use their own skills and those of other highly experienced practitioners, to support all practitioners in their pursuit of excellent teaching. This has a positive impact on the quality of learning in the nursery. The management team encourage reflection and feedback on all aspects of the nursery from practitioners and parents. They act on suggestions and develop action plans to continue to improve their setting for the benefit of children.

The management team regularly monitor the progress of each child and put actions in place to support any child who is not making good progress. Children who need additional support are quickly identified and interventions are provided through effective partnerships with other agencies. As a result, practitioners use targeted learning plans and strategies to ensure that all children make good progress for their age and stage of development. The nursery's partnerships with parents are very beneficial to children's learning and well-being and parents speak highly of the nursery and the practitioners.

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	EY469079
Local authority	Lancashire
Inspection number	949747
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	68
Name of provider	Charlotte Anne Bonney
Date of previous inspection	not applicable
Telephone number	07773399580

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

