

# The Squirrels Canterbury

St. Stephens Infant School, Hales Drive, CANTERBURY, Kent, CT2 7AB

<b>Inspection date</b>	28/11/2014
Previous inspection date	04/12/2009

<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

- Teaching is good. Staff assess children's progress continuously which means that they can plan according to what children need to learn next. This means children make good progress.
- Children are provided with a safe and secure environment because practitioners have a good knowledge of the safeguarding and welfare requirements.
- Successful partnership with parents and other providers results in an integrated approach to children's care, learning and development.
- Management and staff work well together as a team. They share ideas in order to strive to make continual improvements.

### It is not yet outstanding because

- The organisation following lunchtime routines is not always fully effective in engaging all children. As a result, learning opportunities are not always fully applied at these times.
- Staff do not always fully maximise children's learning through the consistent use of good questioning techniques.

## **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 observed activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager of the pre-school.
- The inspector checked evidence of suitability and qualification of staff working with the children.
- The inspector took account the views of parents spoken to on the day of the inspection.

### **Inspector**

Nicola Jones

## Full report

### Information about the setting

The Squirrels, Canterbury Pre-School registered in 2008 and operates from a classroom located in the grounds of St Stephen's Infant School, Canterbury. There are currently 38 children in the early years age group on roll. The pre-school is open each weekday from 9am to 3pm, term time only. All children share access to an enclosed outdoor play area. The pre-school supports children with special educational needs and/or disabilities as well as children who learn English as an additional language. The nursery employs four members of staff. Two members of staff hold appropriate early years qualifications at level 3. They receive support from the local authority. The provision is registered on the Early Years Register.

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

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

- enhance staff's confidence in consistently challenging children's learning through using questioning techniques
- review the organisation of mealtime routines to ensure all children's learning are supported at this time.

### Inspection judgements

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

The manager and staff have a good knowledge and understanding of the Early Years Foundation Stage and know how to promote children's learning and development. The quality of teaching and learning is good. Staff are knowledgeable about the way children learn through play and provide positive learning experiences for them, which cover all areas of learning. Staff are good role models and support children well through their play. They use discussions and questions to help children think and extend their learning. This allows children to think problems through and find solutions. For example, children enjoy building towers and models with construction bricks. Staff ask the children questions to extend and support children's learning. However, occasionally staff do not always use questions to maximise children's learning as some are less confident than others.

Children settle in quickly and become absorbed in activities led by staff and those they choose themselves. Children respond with excitement to the activities on offer; they enjoy exploring the different table top activities set out. They have stimulating opportunities to extend their play and learning. For example, they confidently collect further resources from indoors to extend their play outside. As a result, children are ready for the next stage

of their learning and eventual move on to school.

The pre-school is very welcoming and inviting. Staff create interesting indoor and outdoor environments which enable children to explore and initiate their own play ideas. Staff build on the children's interests as they play and adapt their teaching strategies according. For example, children enjoy collecting leaves outdoors which then leads onto leaf painting. This adds further challenge and encourages children to think about different patterns, colours, shape and size. Staff encourage children to sit together as one large group during the course of the pre-school session. For example, children sit together for registration, and listen to stories at the end of the session. Staff are skilful in engaging all children during this time. As a result, children's attention is sustained, which develops their skills for their next stage in learning.

Parents are highly valued as active contributors to their child's learning and development. Home visits are successful in gathering information about the children's special interests and preferences. Staff use this information to settle children and plan for their ongoing learning needs. In addition, staff continue to observe and assess children as they play, and use this information to plan further challenging experiences based on their next steps in learning. Parents receive regular updates about their children's progress and are invited to regular consultation meetings. Furthermore, parents receive a written summary of their child's progress across all areas of learning at the end of each term. This includes the progress check for children between the ages of two and three years.

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

An effective key-person approach means staff build positive relationships with parents and children quickly. Children display a positive sense of self-esteem and belonging within the pre-school because staff are committed to getting to know them well. Children confidently talk about their own experiences and what they like to do at home. As a result, children are well supported in the move between the pre-school and home. Children's eventual move on to school is managed well. Staff invite teachers to visit children and arrange for children to visit their schools. Very good links with the host school help children become familiar with the school site. Consequently, children are developing good skills to effectively support them in their future learning.

Children learn about good hygiene and healthy practices because staff teach them the importance of washing hands before eating and after using the toilet and outdoor play. Consequently, children become confident in attending to their own self-care needs. Children enjoy a variety of healthy snacks throughout the session, including fresh fruit and vegetables, and staff talk to the children about the importance of being healthy. Children's social skills are promoted at mealtimes because staff sit with the children and engage them in conversations. However, the organisation following lunchtime does not fully engage all children. Staff encourage children who have finished their lunches to find something to play with. However, as their attention is focused on the children still eating, this means that sometimes children do not become as involved in their own play.

Children's physical skills are promoted as children have ongoing access to fresh air and exercise outdoors. The outdoor area is stimulating and well resourced, and children have the opportunity to negotiate space as they ride their bikes. They are able to climb on the climbing frame and move around a large grass area to develop their large muscle skills.

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

The manager, who is also the nominated person, has notified Ofsted of the change in manager and nominated person as legally required. However, she has not completed the necessary paperwork as requested by Ofsted. Therefore, Ofsted have not been able to carry out suitability checks to update their systems. The manager and staff demonstrate a good understanding of how to effectively safeguard the children. All staff have attended relevant safeguarding training and are aware of their responsibilities to protect the welfare of children in their care. They know who to report concerns to and contact numbers are in place for support and guidance. Policies and procedures are implemented to ensure a safe and secure environment for children. This is further supported by the completion of risk assessments for the indoor and outdoor area to ensure they are free from hazards. The manager has a clear vision for the future of the preschool, and recent changes support this. The manager is currently updating the Ofsted online self-evaluation form; this process takes account the views of staff, parents and children. The manager has good links with the school and regularly takes children on visits to help them develop confidence in their move to school.

The manager ensures that all staff are suitable to work with children, as they are all checked by the Disclosure and Barring Service prior to starting work. Ongoing supervisions support staff's professional development. The manager works in the rooms alongside the staff, which allows her to continually observe staff's practices. Staff and the manager discuss strengths and areas for development and identify further training opportunities to develop their knowledge and skills. This helps to promote staff's professional development, which enhances their skills and abilities in supporting children's learning and development.

There are good partnerships with parents. Parents spoke highly of the preschool on the day of the inspection. They praised the quality of care and attention the children receive from welcoming staff.

## 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

<b>Unique reference number</b>	EY356339
<b>Local authority</b>	Kent
<b>Inspection number</b>	828660
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of provider</b>	The Squirrels Canterbury Committee
<b>Date of previous inspection</b>	04/12/2009
<b>Telephone number</b>	01227 766537

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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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