

Squirrels Day Nursery

Broadmoor Hospital, Crowthorne, Berkshire, RG45 7EG

Inspection date	06/01/2015
Previous inspection date	01/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are happy and settled because of the positive relationships the staff have with them.
- Partnerships with parents are strong. There are opportunities for parents to be involved in their children's learning and development. As a result, children benefit from continuity of care and learning.
- The management promote staff training and ongoing professional development, which further provides good outcomes for children.
- Arrangements for safeguarding children are strong and staff implement clear policies and procedures to help ensure children are kept safe at all times.

It is not yet outstanding because

- There are limited opportunities for children to see writing in the outdoor environment to strengthen their understanding that print conveys meaning.
- Staff do not always promote children's independent self-care skills consistently for the different age groups of children.

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 had a tour of the setting.
- The inspector spoke to parents to gain their views.
- The inspector examined a selection of policies, paperwork and other documents.
- The inspector observed children and staff during playtime.
- The inspector discussed the self- evaluation process with the leadership team.

Inspector

Alison Southard

Full report

Information about the setting

Squirrels Day Nursery opened in 1990. It is part of a chain of nurseries operated by Bright Horizons Family Solutions Limited. Squirrels Day Nursery operates from a building within the grounds of Broadmoor hospital, which is situated in Crowthorne, Berkshire. The nursery is within walking distance of Crowthorne village and has easy access to the surrounding local area, motorways and public transport links. It primarily serves employees of the hospital but is also open to other families. There are three main rooms used by the children and two enclosed areas for outdoor play. The nursery opens Monday to Friday all year round, except bank holidays. Hours of opening are 8am to 6pm with specially extended hours as required by hospital shift employees. There are currently 70 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four year. The nursery supports children with special educational needs and/or disabilities and those who have English as an additional language. A total of 19 members of staff work at the setting; of these 13 hold relevant early years qualifications. 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 opportunities for children to see writing in the outdoor environment to strengthen their understanding that print conveys meaning
- extend opportunities for all children to consistently develop their independent 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 how children learn and develop. They know their key children well, so that they build on the next steps in their learning through planned and spontaneous activities. Staff work very well with parents, and other professionals, to identify, plan and provide all children with well-targeted care and learning opportunities. They gather information from parents', and from their own observations, to assess children soon after they start. Regular assessments mean that staff can measure all children's progress from their initial skills and abilities. This enables staff to identify any gaps in children's learning, and address them. This helps to ensure that all children, including those with special educational needs and/or disabilities, make good progress from their initial skills and abilities. This prepares them in readiness for their entry to

school. Staff complete progress checks for children aged between two and three years and share these with parents. This enables them to identify any areas where children need support and plan for this accordingly. Staff guide parents on how best to support children at home. Parents receive good information about children's activities in written form, and by daily communication with staff. They are able to view their children's progress records whenever they wish, and discuss these with their child's key person. Parents keep staff informed about children's achievements from home. This provides a cohesive approach to children's learning.

Staff promote maths with babies and young children through number songs and counting as they build with bricks. They encourage older children to think about numbers through good activities. For example, staff asked children to find four cups at snack time. This helped children to make links in their learning. Staff teach pre-school children to write their names. They provide all children with a variety of activities to encourage writing skills from an early age. There are cosy areas for all ages to sit and look at books independently, with staff, or to rest. The nursery operates a lending library so that children can also share books at home with their family. Children have opportunities to learn how to read and write their names because they see them in the environment, such as on their pegs. Labels and print in the indoor environment means that children have opportunities to learn that print conveys meaning. However, there are limited opportunities for children to see writing in the outdoor environment in order to develop this further.

Staff provide children with lots of opportunities for physical play both indoors and outdoors. Children gain an understanding of the world around them and develop their language skills. For example, they explored the environment by using spades to dig up worms and looked at these through magnifying glasses. The children described what they saw. Staff place a strong focus on language and communication. They model language effectively with younger children and use skilful questions with the older children to help them to think for themselves. Staff utilise a variety of resources and strategies to support children learning English as a second language. They provide children with books and resources, which reflect differences. As a result, these activities help children to make good progress and they learn about diversity and the world around them.

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

Staff organise the environment well to provide a positive and caring environment for children. Staff have a good understanding of the purpose of the key-person system. This is securely in place to support children to build relationships with their special member of staff, in order to promote their emotional security. Staff spend time gathering information from all parents when children first start at the nursery. As a result, staff understand their children's individual needs and routines, and meet them from the outset. Children receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Children take part in both adult-led activities, and activities they freely choose for themselves. This enables children to develop their social skills as they learn to share and cooperate with others.

Staff record and know children's specific health, dietary needs and allergies. This ensures staff can meet the child's correct dietary needs, and that any staff covering for absences are also fully aware. Children learn about healthy lifestyles. They follow good hygiene practices when washing and drying their hands before snack and after toileting. Children enjoy healthy snacks and meals. Staff sit with children around the table, which helps promote their social skills. Older children gain independence because staff encourage them to put on their own coats and shoes and pour their own drinks. Children use cutlery independently including some of the babies and younger children. However, staff do not always promote children's independent self-care skills consistently. For example, they sometimes miss opportunities to encourage the more able younger children, to clean their own noses and faces.

Staff manage children's behaviour well, they use positive strategies to deal with any minor issues. Gentle reminders help children to learn to share and staff model this behaviour with the younger children. Children receive lots of praise and encouragement, which supports their self-confidence and self-esteem. Younger children are learning to play cooperatively with their peers while older children form good friendships and play well together. As a result, children's behaviour is good. There is a strong focus on safety throughout the nursery. Staff remind children of the need for safety throughout the day. For example, they use a soft toy as a mascot to remind children to stay safe and to reinforce safety in different areas of the nursery. This means children are learning about how to keep themselves safe.

Staff provide younger children, who will soon be moving rooms, opportunities to spend time with the older children in these rooms before they move. This helps younger children make the move to their new room go as smoothly as possible. Staff inform parents of their child's new key person before their child moves. They share information between the key persons in each room, in order to provide continuity of care. This allows the new key person to gain an insight into the child's abilities and stages of development.

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

Management and staff have a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. Staff are familiar with the safeguarding policy and are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The management provides a rigorous induction programme followed by on-going training and supervision. Staff are dedicated to maintaining safety at all times and they follow the risk assessment processes daily, to provide a safe and secure environment. They follow well-organised routines for deployment, and have clear designated responsibilities. This helps to ensure staff keep children safe at all times.

The management and staff work well together. They show a positive commitment to meeting the requirements for children's learning and development. The management

provide effective tracking and monitoring systems that help staff to consider children's development as a group and individually. This cohesive approach to children's learning and development helps children to make good progress.

The management team evaluate all areas of the provision effectively and they attend regular training to maintain good standards. They send out questionnaires to parents' to gain their feedback on the service and ask children for their views. Parents clearly value the nursery within the community. They report how staff are 'very approachable, and provide excellent support for their children'. The manager and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek support and guidance where necessary from other professionals and work in partnership with them to meet children's needs. They share information with other settings children attend and have good relationships with local schools. Consequently, outcomes for all children are good, and this helps to prepare them well for their eventual move to school.

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	119242
Local authority	Bracknell Forest
Inspection number	840251
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	70
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	01/10/2009
Telephone number	01344 761063

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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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