

Squiggles Day Care and Activity Club

21 Station Road, Hagley, STOURBRIDGE, West Midlands, DY9 0NU



Inspection date

19 January 2015

Previous inspection date

3 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy and settled. They are well looked after by caring, approachable staff who fully understand and effectively meet their care, learning and development needs.
- Staff have a good understanding of children's interests, ways of learning and stages of development. From their interactions with children and their regular observations they accurately assess how well they are progressing, and effectively follow up children's next steps for learning in their planning and teaching.
- Staff interact well with babies and children. Children are purposeful, resourceful and imaginative learners because staff usually promote their active involvement in activities and skilfully extend their understanding and skills.
- Babies and children are fully safeguarded. The directors, deputy managers and staff ensure children are looked after in safe, secure and comfortable surroundings. Staff are confident to take prompt appropriate action if they have any concerns about a child's welfare or well-being.
- There are effective partnerships with parents and carers. They appreciate the staff's warm welcome and helpful feedback and guidance about their children's care, learning and development.

It is not yet outstanding because:

- Staff do not always involve parents in discussing their child's current next steps for learning and how these are to be followed up in activities at home or in the setting.
- Sometimes staff do not make the best use of resources and space to help them to promote two-year-old children's listening, attention and speaking in turn during group activities.

What the setting needs to do to improve further

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

- extend already good information sharing with parents by involving all of them at an early stage in discussing and planning for their children's next steps for learning
- make better use of resources and space in order to minimise distractions and to consistently promote two-year-old children's attentive listening and turn taking in speaking during group activities.

Inspection activities

- The inspector observed activities in the two play areas on the ground floor and in the outdoor play area.
- The inspector spoke to members of staff and children during the inspection and had meetings with the directors and deputy managers.
- The inspector carried out a joint observation with a deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and discussed the provider's plans for improvement.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting, and a range of other documentation, including policies and procedures which safeguard children's welfare.

Inspector

Rachel Wyatt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enjoy learning. Staff plan and organise rewarding, often challenging activities which promote their good progress. They interact well with children, for instance encouraging babies' responses, exploration and developing mobility. Older children are keen to join in activities and usually remain focussed. They are intrigued by changes that occur when they make salt dough and use this to eagerly make prints using various dinosaur figures. Overall, children are well-prepared for their future learning and starting school. The current focus on maths has enhanced their skills in comparing, predicting and critical thinking. Staff also successfully foster children's expressive language, although they do not always remind two-year-olds to listen carefully and to take turns when speaking. Parents are encouraged to share their views about their children's learning and they have regular feedback about their child's activities. Staff often give them imaginative ideas for how to follow up these at home. However, there is not always a consistent approach to involving parents in discussing and planning for their children's future learning.

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

Staff and parents effectively work together to settle new children who form close attachments with the kind, attentive staff. They consistently promote children's confidence and social skills so they are emotionally well-prepared for moving within the setting and for going to school. Children behave well. They know what is expected of them and staff encourage good relationships. Children enjoy being the helper of the day and socialising with their friends. They are looked after in safe, secure, comfortable surroundings. Most play areas are inviting, but limited space and extraneous toys can distract children taking part in activities in the base room used by two-year-olds. Babies safely explore in their cosy area, and older children readily make choices from a wealth of resources which stimulate their ideas and independent play. Children are well-nourished and relish being outdoors. They confidently climb, balance and move around while using different apparatus. Staff sensitively help children to independently manage their self-care.

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

The enthusiastic managers and staff fully understand and implement the requirements of the Early Years Foundation Stage. They effectively keep children safe, promote their good health and ensure sessions are rewarding. An experienced deputy manager successfully coordinates monitoring of staff's performance and continued support for their professional development. This includes providing peer support, opportunities for staff to visit other settings and to complete personal research and relevant training. As a result, the quality of teaching is good. The directors and staff meet regularly to review procedures and to monitor generally well-targeted improvements. Currently the directors are keen to provide further opportunities for children's observations, exploration and construction outdoors. Good relationships with parents, other agencies and providers and a local school ensure consistent approaches to identifying and meeting children's needs.

Setting details

Unique reference number	EY429350
Local authority	Worcestershire
Inspection number	960456
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	85
Name of provider	Squiggles Day Care & Activity Club Ltd
Date of previous inspection	3 November 2011
Telephone number	01562887892

Squiggles Day Care and Activity Club was registered in 2011. It operates from the ground and first floors of premises located in Hagley in Worcestershire. The setting is open each weekday from 8am to 6pm for 51 weeks of the year, excluding public holidays. It receives funding for free early education for children aged two-, three- and four-years-old. Of the 10 staff who work at the setting, eight hold relevant qualifications to at least level 3. This includes one member of staff who has a Foundation Degree in Early Years. The setting has close links with a local primary school.

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