

## Inspection date

22 April 2015

Previous inspection date

7 May 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders and managers do not sufficiently focus on monitoring the quality of staff practice.
- Staff are sometimes not quick enough to reshape activities, or as effective in supporting children in activities they initiate for themselves.

### It has the following strengths

- Staff work closely with parents to help children learn the difference between right and wrong. This helps staff to be consistent with the messages they give children about their expectations for good behaviour. As a result, children behave well and learn to cooperate with others.
- Children have positive relationships with staff and they are happy and settled in their care. Staff make good use of everyday routines to help teach children about the importance of health, hygiene and physical activity.
- Staff help to develop and extend children's communication and language skills. They use and repeat a good range of simple words that children repeat. This helps to extend children's vocabulary.

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

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

- improve arrangements for staff supervision in order to monitor staff performance so that any weaker practice is quickly recognised and can be tackled promptly.

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

- improve teaching to ensure staff allow time for children to create their own play and explore their own ideas and use these opportunities to extend children's learning with well-placed questions, suggestions and challenges.

## **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and other relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## **Inspector**

June Rice

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Although staff are well qualified, the quality of teaching is variable. Staff are sometimes too focused on finishing what they set out to do. They are not quick enough to reshape activities, or as effective in supporting children in activities they initiate for themselves. For example, some children want to listen to a story but others do not. When these children show an interest in doing other things staff continue to try to get them to listen. This has an impact on the learning and enjoyment of other children. As a result, children do not make the best progress. The key-person system is well established. They work closely with parents to find out what children can do and continue to assess children as they play. This helps them identify their next steps in learning. For example, they provide opportunities for children to develop their social skills by encouraging them to work alongside others. Since the last inspection, staff have successfully involved parents in their children's learning and development at home. For example, they take time to explain to parents how they can help to promote their children's communication and language skills.

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

Following the last inspection, staff have improved outdoor experiences for children. For example, they have introduced a water trough, tyres for planting and take children on a walk to the school nursery playground. As a result, children show an active interest in playing outside. This promotes their health and well-being. Children also benefit from outings within the local community, such as visiting the library. This helps them learn about the world around them. Children have developed a strong bond with their individual key person who visits them at home before they start. Staff give children lots of cuddles and reassurance. They accommodate their home routines, such as sleep times into the daily routines within the nursery. As a result, children are happy, settled and emotionally secure. Children learn independent skills, such as dressing themselves and going to the toilet. They help to lay the table and pour their own drinks. This helps to develop their confidence as they gain the basic skills they need for school.

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

Leaders and managers aspire to improve and have developed practice in some areas by working on actions and recommendations raised at the last inspection. They understand their role and responsibilities in meeting the learning and development requirements. They have evaluated the quality of the care and learning they provide, and work closely with the local authority to aid improvement. Leaders and managers have introduced a system to help support and mentor staff. However, the systems to monitor the quality of teaching are not sufficiently embedded. As a result, action has not been swift enough to help staff to improve their practice and the quality of teaching and learning. Sound recruitment and vetting procedures help to ensure adults working with children are suitable to do so. Staff are very clear about the procedures to follow to ensure children are protected from abuse or neglect. This helps to safeguard children.

## Setting details

<b>Unique reference number</b>	EY466779
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	976117
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	8
<b>Number of children on roll</b>	7
<b>Name of provider</b>	The Governing Body of Richard Newman Primary School
<b>Date of previous inspection</b>	7 May 2014
<b>Telephone number</b>	01226281255

Squirrels was registered in 2013 and is managed by the Governing Body of Richard Newman Primary School. The nursery employs three members of childcare staff who hold an appropriate early years qualification, including one with Qualified Teacher Status. The nursery opens from Monday to Friday, term time only. Sessions are from 12.15pm until 3.15pm. The nursery provides funded early education for two-year-old children.

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