

Little Squirrels

Townland C of E Primary School, Meadow Court Road, Earl Shilton, Leicester, LE9 7FF



Inspection date

24 April 2015

Previous inspection date

20 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Teaching is good. Staff use good teaching techniques to encourage children to think, express their ideas and use their imagination. As a result, children make good progress in their learning.
- Key-person relationships are strong. Children have developed close bonds with staff who know the children well and plan effectively for each individual child, based on their interests and developmental needs. Therefore, children's emotional well-being is promoted and they are developing into confident learners.
- There are very good opportunities for children to be independent, self-regulate and lead their own learning. This effectively supports children to prepare for further independent challenges that they will encounter when they move onto school.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.
- Good priority is given to safeguarding children. Staff are fully aware of their responsibilities in reporting concerns and take effective steps to minimise risks to children. This ensures that children are protected and kept safe from harm.
- Management is strong and they have a good understanding of how to implement the Early Years Foundation Stage. There is clear motivation to continually develop the nursery in order to improve opportunities for children's learning.

It is not yet outstanding because:

- Children have many opportunities to learn about the world around them, however, staff have not yet fully explored ways to acknowledge and share all of the other languages spoken by children's families.
- Staff do not make the most of the opportunities available in the outdoor area.

What the setting needs to do to improve further

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

- extend upon the wide range of diversity resources by providing further opportunities for all children to share their own language and learn about the language of others
- extend children's experiences outdoors by providing them with regular opportunities to explore the pre-school's natural garden area and by extending children's exploration of growing and planting.

Inspection activities

- The inspector observed activities in the main room and the outside learning environment and conducted a joint observation with the Manager.
- The inspector held a meeting with the provider and the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took into account the views of children and parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

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

Well-planned adult-led activities are fun and promote learning well. Staff incorporate active listening, clear explanations and appropriate questions to support children's learning. For example, during an interactive story time focused on St George and the dragon, children are animated and engaged with the story and act out their roles with eagerness. Children's literacy skills are further promoted as there are many opportunities for them to explore books and practise their writing with mark-making resources both indoors and outdoors. Consequently, children are making good developmental progress and are well prepared for the next stage in their learning, such as school. Displays throughout the environment reflect written examples of many of the home languages of children. However, not all languages used by the children attending are evident. Furthermore, the use of these by staff to clarify meaning and fully develop the confidence and communication of children who speak English as an additional language is not used to the maximum.

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

The pre-school provides a safe and welcoming environment. Staff are well deployed to provide continuous supervision of children which contributes to their overall safety and welfare. The outdoor play area is large and in two sections either side of the pre-school. The all-weather playground section is used every day so that the children can take their learning outside. Staff make the environment interesting and inviting by taking a wide variety of resources outside and displaying children's art work there. However, the other natural grassed area is underutilised. There is scope to further enhance and extend children's experiences outdoors by supporting their regular access to this natural habitat, inspiring children and supporting their investigative and sensory experiences outdoors.

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

The monitoring of the educational programmes, individuals and different groups of children, all helps to identify potential gaps in learning. Additional arrangements and innovative approaches are then introduced, such as adult-led small group activity time, focused on interaction and communication. Consequently, all children are making good progress including children whose needs or circumstances require particularly perceptive intervention and additional support. Effective systems for recruiting new staff, constant supervisions, and observations of staff performance are in place. Managers are aware of the importance of ensuring the staff team remains skilled and knowledgeable. They support staff to attend regular training and ongoing professional development. Staff are committed to working with parents, to promote continuity of care and learning for the children. They share information through regular newsletters, informative display boards, regular discussion and children's assessment reports. Furthermore, the pre-school's participation in the home learning environment collaborative project has resulted in creative and successful practices being introduced to support children's learning at home.

Setting details

Unique reference number	EY396850
Local authority	Leicestershire
Inspection number	859829
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	57
Name of provider	Beverley Hutt
Date of previous inspection	20 February 2010
Telephone number	07507 489 197

The Little Squirrels pre-school is one of four settings privately owned and operated by the registered person. It was registered in 2009 and operates from a single-storey premises within the school grounds. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only, from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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