

The Squirrels Pre-School

59 Delamere Park Way West, Cuddington, Northwich, Cheshire, CW8 2UJ



Inspection date

21 April 2015

Previous inspection date

11 September 2014

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

- Staff organise a varied range of well-planned activities for children which helps them to make good progress in their learning.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with adults.
- Staff have effective partnerships with parents, which supports children's learning at home.
- Children follow good hygiene routines. They enjoy healthy meals and opportunities for daily outdoor play, which promotes their good health.
- Leaders and managers demonstrate a strong commitment to promoting high-quality provision. Staff qualifications and current training have improved the quality of teaching since the last inspection, which has had a good impact on the learning experiences offered to children.
- Children behave well. They are proactive in helping staff to keep the environment tidy and safe.

It is not yet outstanding because:

- Staff do not always make the most of opportunities during routine times to promote counting and number recognition.
- The manager does not take account of the views of parents and children when deciding what could be improved at the setting.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's skills in counting and recognising numbers, as part of the daily routine
- improve the system for evaluating practice by reviewing and acting upon the suggestions and ideas of parents and children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, safeguarding policy, systems for assessment of children, evidence of the suitability of staff working in the provision and a range of other documentation.

Inspector

Patricia Pickens

Inspection findings

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

Staff provide a good range of activities to promote children's learning and development across the seven areas of learning. Children have access to a wide range of toys and resources that help them develop independence. Children are excited to explore the natural world, growing sunflowers in the garden. They learn about seeds, conditions for growth, such as nutrients in the soil, water and sunshine. Stories and creative art work extend their learning, and they enjoy using materials to write their own names. Staff are nearby to offer support and make good use of opportunities to talk to children and introduce new words. As a result, children are making good progress in their communication and language skills. Staff introduce mathematical concepts within children's play. For example, children discuss how tall a sunflower might grow. Staff encourage them to develop their problem-solving skills by asking children to measure their own height in comparison and facilitate building a tower of bricks to estimate height. However, staff do not consistently use other opportunities, such as snack time, to reinforce this practice and extend children's skills for counting and recognising numbers. Staff have improved the exchange of information with parents about children's achievements and parents now contribute to children's assessments. This ensures children's learning is maximised both at the pre-school and at home.

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

Staff are warm and welcoming. Children have positive relationships with adults who praise them and provide consistent reassurance. Children have opportunities to be active and engage in physical play constantly in the outdoor environment. They know why this is important to their health. Staff meet their individual dietary needs with healthy meals. Children benefit from strong attachments with adults to develop their social skills and confidence. Staff help children to develop a good knowledge and understanding of the world. For example, staff encourage children to learn about people in the community and talk about people who help us to care for the environment. Children develop positive attitudes to others and to learning. This helps them get ready for the move on to school.

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

The manager has a secure knowledge of the learning and development requirements and how to keep children safe. Regular reviews of safeguarding procedure and of risks in the environment, keep the children safe and secure. The manager is committed to promoting good-quality provision for children and their parents. Systems to evaluate what is working and what needs to improve are developing well. The manager regularly seeks the views of children and parents but does not always use these to full effect in her planning. Improved systems for monitoring assessment ensures the manager keeps a close check on how well the children are developing and results in children having good-quality learning opportunities. Robust partnerships with parents, other settings and schools help to maintain continuity for children's care, learning and development.

Setting details

Unique reference number	305386
Local authority	Cheshire West and Chester
Inspection number	991062
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	16
Name of provider	The Squirrels Pre-School Committee
Date of previous inspection	11 September 2014
Telephone number	01606888782

The Squirrels Pre-School was registered in 1986 and is managed by a committee of parents. The Squirrels Pre-school opens Monday 9am to 12pm and Tuesday, Wednesday and Thursday from 9am to 3pm, term time only. There are four members of staff, all of whom hold appropriate childcare qualifications at level 3.

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