

# Little Squirrels Nursery

St. Marys Church Hall, Church Street, Walton-on-Thames, Surrey, KT12 2QS



## Inspection date

14 December 2015

Previous inspection date

17 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Leaders do not monitor the promotion of children's learning and quality of teaching closely enough to ensure that areas for improvement are identified and necessary changes are made.
- Assessments of children are not always accurate and used effectively to plan suitably challenging activities for all children, especially those who need extra support with their learning and development.
- The environment in the toilet and nappy changing arrangements is not hygienically maintained.
- Opportunities for outside learning are not utilised fully to enrich children's learning.
- The lead person responsible for special educational needs and/or disabilities does not work effectively with the key person to ensure that all children make good progress from their starting points.

### It has the following strengths

- Children are happy and confident and enjoy their time at the setting. Children form good bonds with their key person.
- The pre-school manager and owner have worked hard since the last inspection to make improvements. Many of these are still in the early stages but provide a foundation to build on.
- Parents are very complimentary about the pre-school, the quality of information provided, the frequency of information and the care provided for their children.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure that toileting and nappy changing areas are suitable and hygienic	04/01/2016
■ improve the procedures for monitoring the quality of teaching and support for children's learning, both inside and outside, to ensure that relevant improvements are made to enable children to consistently make good or better progress	14/01/2016
■ ensure that assessments of children are accurate and used effectively to plan suitably challenging activities for children that are incorporated into planning.	14/01/2016

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

- provide regular and effective supervision for staff that focuses on improving their performance and professional development
- continue to develop systems for self-evaluation that are accurate and take prompt action to improve the quality of the provision when weaknesses are identified
- continue to develop arrangements for children with special educational needs and/or disabilities to ensure that the lead member of staff works effectively with the key person to ensure that all children make good progress from their starting points.

**Inspection activities**

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector conducted a joint observation with the owner.
- The inspector held a meeting with the owner and manager.
- The inspector sampled a range of documentation, including records of children's learning, safeguarding policies, supervision records and staff files.
- The inspector spoke with staff and children at suitable times throughout the inspection.

**Inspector**

Jennifer Gee

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders are beginning to monitor the quality of the provision. However, systems are not yet fully implemented or effective. As a result, progress in making changes is slow. Improvements have been made to the suitability processes and no changes to the staff team since the last inspection has ensured stability for children. Since the last inspection, leaders have introduced opportunities for staff to receive regular supervision. These systems are not yet fully effective and do not address inconsistencies in care and teaching practice. Safeguarding is effective. Staff are well deployed and children are listened to and they feel safe in the setting. Staff know the possible signs and symptoms that would cause them to have concerns about a child's welfare and they follow relevant procedures.

### **Quality of teaching, learning and assessment requires improvement**

Staff provide a range of learning experiences that support children's learning and development effectively. They listen and respond to what children are saying, asking them questions to extend their thinking and vocabulary. Children learn about the world around them as they are motivated to explore books for themselves and they listen to stories well. Leaders have introduced a new system for planning and tracking the progress children make and are beginning to identify gaps in learning. However, assessments are not always accurate and do not always ensure that next steps are incorporated into planning for individual children. Support for children with special educational needs and/or disabilities is developing and the lead staff member has undergone training for the role. However, she does not always work closely enough with the child's key person to ensure consistency when planning the next steps for children who require additional help.

### **Personal development, behaviour and welfare require improvement**

Staff support children to be independent and make choices; as a result, they move around the setting with confidence. Children are emotionally secure within the setting and form strong bonds with keyworkers and each other. They listen and show concern towards their friends. Children make choices at snack time and show independence as they pour their own drinks and take turns; this helps them to prepare for school. Children generally behave well. Staff set out expectations for children. However, they do not always consider the individual needs of children during routine changes. As a result some children become bored and lose interest. Children are provided with opportunities in the enclosed garden area. However, this is not well planned to enrich children's learning. Nappy changing and toileting facilities are not maintained hygienically. This does not protect children against infection.

### **Outcomes for children require improvement**

Children are making typical progress for their age. Where gaps in their learning are identified, staff are beginning to offer relevant support. The system in place to track the progress all children make is in its early stages. However, the manager has started to identify the different interests and progress of groups of children who attend, and is starting to use this information to plan activities which meet the needs of all children.

## Setting details

<b>Unique reference number</b>	EY418558
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1030927
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Chloe Jade Daysh
<b>Date of previous inspection</b>	17 June 2015
<b>Telephone number</b>	07598159248

Little Squirrels Nursery is a privately owned setting. It was registered in 2010 and first opened in January 2011. It operates from within St Mary's Church Hall, Walton-on-Thames, Surrey. The setting is open each weekday from 9.15am to 12.30pm during term time only, with an option to stay for a lunch club between 12.30pm and 1.15pm. There are five members of staff. Three staff hold an early years qualification at level three and one member of staff holds a degree.

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