

Squeaky Bs Childrens Nursery

17 Harborough Road, Kibworth Harcourt, Leicester, LE8 0RB



Inspection date

2 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The manager does not ensure that the required progress checks for children aged between two and three years old are completed and shared with parents. This means that parents do not receive information about their children's learning and development.
- Observation and assessment of children's learning is not robust. Staff do not gather accurate information and use it to build on children's interests and precisely plan for their next steps in learning. Therefore, children do not make the best possible progress.
- Staff do not ask parents for a wide enough range of information about children's existing skills and knowledge when they first start.
- The manager does not have rigorous methods in place for self-evaluation, or take into account the views of parents and children.
- The manager has not yet implemented new systems to track the progress of different groups of children, to build on their development further.

It has the following strengths

- Children are confident to engage in activities and learn through play. The staff have good relationships with the children. Children have a high level of well-being and sense of belonging. They behave well and are clear about expectations.
- Overall, staff establish good relationships with parents, other professionals and early years providers, which effectively promotes continuity in children's care and learning.
- Babies benefit from having space to develop their physical skills and mobility.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure parents are provided with a written summary of their child's development in the prime areas of learning when their child is aged between two and three years 02/08/2016
- improve observation and assessment procedures so that staff are fully aware of children's progress and interests and use this information to plan their next steps in learning. 02/09/2016

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

- find out more about children's prior learning and development from parents when children first begin to attend and use this information to establish firmer starting points
- develop the self-evaluation process further and include the views of parents and children to help identify areas for development
- develop tracking systems to identify any difference in the progress made by groups of children.

Inspection activities

- The inspector toured the premises and viewed resources with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff are aware of child protection procedures and know what to do should they have any concerns about the welfare of a child in their care. Staff effectively teach children about safety and risks. They make the most of the everyday learning activities to inform children about how to keep themselves and others safe. Appropriate recruitment procedures mean staff suitability is thoroughly checked. Regular supervision for staff and annual appraisals enable the management team to support staff's continual professional development. Overall, systems for evaluating what is working and what needs improvement are developing. Managers, however, do not seek the views of parents and children in their drive for improvement. Staff regularly exchange information with parents about children's daily experiences and care routines. Parents are complimentary about the care their children receive when attending the nursery.

Quality of teaching, learning and assessment requires improvement

Children develop their literacy skills and they have opportunities to write and talk about the marks they make. They develop their speaking and listening skills and they become involved in discussions and listen to stories. Babies are inquisitive and enjoy sensory exploration. Children have the opportunity to learn about life cycles as they plant and view the growth of vegetables in the outdoor area. However, staff do not use observations or assessments to plan for the next stage in children's learning. As a result, the activities they plan do not always closely match the particular learning needs of each child. Staff lack understanding about the required progress check for children who are aged between two and three years old. They do not provide parents with a written summary of their child's development in the prime areas of learning.

Personal development, behaviour and welfare require improvement

Staff do not encourage parents to contribute to assessments of children's development when they first start to help target planning from the outset. Young babies move with confidence around well-organised play spaces. All children access an abundant range of resources. These are within easy reach so they can make decisions about their play. Babies respond well to the individual attention they receive, for example, when sharing books. Children enjoy nutritious snacks and meals. Staff encourage children's independence at mealtimes as they learn to feed themselves. Children's physical well-being is well promoted. They spend vast amounts of time playing outdoors in all weathers. For example, younger children have fun playing with the ice. Older children have the opportunity to use their imaginative skills and play in the rowing boat. Children explore the woodland. This helps them to learn about the benefits of fresh air and exercise.

Outcomes for children require improvement

Overall, children are making steady progress, including those in receipt of early education funding. However, staff do not yet monitor how well identified groups of children are achieving to ensure they all make as much progress as possible and are ready for school. Older children build secure friendships as they play cooperatively and work together.

Setting details

Unique reference number	EY495117
Local authority	Leicestershire
Inspection number	1033913
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	35
Number of children on roll	43
Name of registered person	Squeaky B's Limited
Registered person unique reference number	RP535008
Date of previous inspection	Not applicable
Telephone number	01163193962

Squeaky Bs Childrens Nursery was registered in 2015. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, apart from bank holidays and for a week at Christmas. There are 6 members of staff employed by the setting who work directly with the children, including the manager. The manager is a qualified teacher. All of the other staff have relevant early years qualifications at level 3, with the exception of one student, who is working towards a level 2 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

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