

# Squirrel's Den Daycare

Barnham Community Hall, Yapton Road, Barnham, Bognor Regis, West Sussex, PO22 0AY



## Inspection date

Previous inspection date

28 June 2016

17 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The owner/manager has taken positive action to improve the quality of the provision since the previous inspection. She targeted the use of additional funding well to improve the outdoor area for children who prefer to learn outside, and to enable staff to attend training to support the inclusion of children who have special educational needs.
- The team works diligently each day to set up a stimulating environment. Children choose from a good range of resources to initiate activities that interest them. They are also keen to join activities planned by staff to support the next stage in their learning.
- Staff and parents establish a joint approach to support children's care and learning. Children feel secure in the setting, enjoy learning and make good progress.
- Staff monitor individual children's progress closely to identify and take action to close any gaps in learning. The manager reviews the progress of all children to identify gaps for any groups of children. She uses the findings effectively to work with staff to target areas for improvement in the educational programme.

### It is not yet outstanding because:

- Not all staff have developed their teaching to a level where they make full use of opportunities that arise to extend children's thinking, or to model the accurate sound of letters of the alphabet to support older children's early literacy skills.
- Parents are not fully involved in sharing their views about all aspects of the provision to inform improvement plans.

## What the setting needs to do to improve further

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

- ensure that all staff are confident to make the best use of opportunities to extend children's thinking, and to accurately model the sound of letters of the alphabet to support older children's early literacy skills
- develop strategies to gather and take account of feedback from parents about their views of all aspects of the provision to contribute to plans for future improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's care and learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection and completed two joint observations with the owner/manager.
- The inspector held a meeting with the owner/manager and reviewed documentation, including self-evaluation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector sampled a range of documentation, including the learning and development records of children, and the setting's policies and procedures.
- The inspector took account of the views of parents, including those expressed through written comments gathered by the setting, and those gathered in discussion with parents during the inspection.

### Inspector

Lorna Dick

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads her team well. Working together, they evaluate how effectively the provision supports children's progress. They plan their professional development to close any gaps; for example, to raise the level of qualification or to strengthen a specific aspect of teaching. Staff and parents work well together. Staff take account of what parents know about their children to meet children's needs and interests from the beginning. They regularly share information about children's progress and plan for their next stage of learning. Staff work well with professionals from other services where required.

Safeguarding is effective. The manager and staff understand their responsibility to support children's welfare, including protecting children from radicalisation. They are alert to signs that may indicate a child is at risk of harm, including attendance patterns, and know the procedures to follow if they have a safeguarding concern.

### Quality of teaching, learning and assessment is good

Staff support children's learning well. They respond to children's interests and encourage them to solve problems for themselves. Children enjoy using the improved outdoor area to explore and learn throughout the day. For example, some use trial and error to transfer train carriages successfully from one piece of guttering to another; others become chefs to create meals in a 'mud kitchen', while others express their creative ideas in paint. All children, including those who are learning English as an additional language, develop good speaking and listening skills. The manager and staff have taken targeted action to improve boys' writing. For example, boys who like to be physically active use their hands and fingers to make marks in different materials, and staff place clipboards and writing tools beside activities that interest this group to encourage them to record their ideas.

### Personal development, behaviour and welfare are good

Staff give children consistent guidance to encourage their good behaviour. They help children to understand their feelings and how to manage these so they can play happily with their friends. For example, staff explain, and help children to follow, 'Golden Rules' to keep themselves safe in the setting and to work cooperatively. Staff meet the personal care needs of younger children and encourage older children to become increasingly independent. They plan the environment so children can make choices about their play. Children learn how to be healthy; for example, they help themselves to water when they are thirsty, decide when they are ready for a snack and take part in physical activities.

### Outcomes for children are good

Children gain skills that prepare them well for their next stage of learning, including their move to school. They concentrate and persevere at their chosen activities. They become confident communicators, enjoy books and stories and develop early mathematical skills.

## Setting details

<b>Unique reference number</b>	EY461445
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1028617
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Kim Elizabeth Edwards
<b>Registered person unique reference number</b>	RP512042
<b>Date of previous inspection</b>	17 September 2013
<b>Telephone number</b>	07925038352

Squirrel's Den Daycare registered in 2013. It is privately owned. The provision is situated in Barnham Community Centre in Barnham, West Sussex. The provision is open five days a week. Opening times are from 9.15am until 2.45pm every day except Wednesday, when the setting closes at 1.15pm. The provision provides funded early years education for children aged two, three and four years, and is in receipt of early years pupil premium funding. Staff support children who have special educational needs and children who are learning English as an additional language. The provision employs 10 staff, including the owner/manager. Eight members of staff hold relevant early years qualifications.

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