

Squirrel Nurseries (Watford Lanchester)

Lanchester Community Free School, Hempstead Road, Watford,, Hertfordshire,
WD17 3HD



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| Inspection date | 18 August 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Children are welcomed into a stimulating environment which has high-quality resources. Cosy areas are set out for babies and younger children to explore in. Staff use signing with all children to enhance their communication and language skills. This also helps children who speak English as an additional language to make connections in their learning.
- Staff regularly check children's progress to ensure that any gaps in their development are identified and appropriate interventions are sought. They effectively use the information gathered from these to inform the planning of activities.
- Partnerships with professionals and other providers from the adjoining and nearby schools are strong. Teachers are invited into the nursery prior to children starting school to talk with staff and learn about children's needs.
- The senior management team works together with staff very well. They have an accurate awareness of the nursery's strengths and areas for development.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to reinforce mathematical understanding and early writing skills, which arise during children's spontaneous play and routines.
- Parents are not consistently well supported to share information about their child's learning at home, so that this information can be used to extend children's learning.

What the setting needs to do to improve further

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

- support staff in recognising the spontaneous teaching opportunities that arise during children's play and routines, in order to build on their mathematical understanding and early writing skills
- build on the good partnership with parents, so that they are well supported to share information about their child's learning at home and use this to extend children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to members of the management team, staff and children at appropriate times during the inspection.
- The inspector held a meeting with members of the management team. She looked at relevant documentation, such as the nursery's self-evaluation, the safeguarding policy and children's records. She also looked at evidence of qualifications and the suitability of the staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector took account of parents' views through discussions and written comments seen during the inspection.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the possible signs, symptoms and indicators of abuse and neglect. They know what action to take if they are concerned about a child's welfare. They also understand what to do if they are worried about the professional conduct of a colleague. The premises are very secure and risk assessments are used effectively to identify and minimise potential hazards. Recruitment procedures are secure and there is a clear induction procedure in place. This helps new staff to become familiar with the nursery's policies and procedures. The management team conducts regular supervision meetings and appraisals with staff. These are linked to staff training and continuous professional development. Children's achievements are regularly checked to ensure that they are accurately showing their progress. The management team is in the process of implementing a new assessment system to show how different groups of children are progressing.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy playing imaginatively in the role play area and happily involve staff in their play. Good quality teaching helps to support children's learning. For example, they learn new words, such as loud and soft. Children have fun using the stethoscope and listening to their heart beats. Younger children enjoy exploring paint, using interactive toys and singing. Outdoors, children have great fun playing with sand, water, tubes and funnels. Toddlers enjoy discovering shells buried in the sand and older children learn how to successfully build sandcastles. Children play together well as they build items using wooden blocks and fixing tubes together to help the water flow. They learn about the natural world when they grow vegetables and flowers from seeds.

Personal development, behaviour and welfare are good

Children have good relationships with staff and they show that they feel settled and secure in their care. Babies and toddlers are able to sleep according to their needs. Parents are highly complimentary about the nursery and they value the hard-working staff who are very attentive to their children. Staff are positive role models. They sit with children during mealtimes and are consistent with messages to help children learn how to behave well. Independence is supported well. For example, children make their own choices at snack time and older children serve their meals using spoons and tongs. Children's safety is promoted at all times, such as reminders about not running indoors and the reasons why are explained. Children follow good hygiene routines and are able to practise their physical skills, such as riding trikes and playing ball games all year round.

Outcomes for children are good

All children, including those who speak English as an additional language, progress well from their starting points. They are interested in learning and initiate their own play, such as exploring natural wildlife. Children's language is supported through a variety of ways, such as taking part in interesting experiments and sharing favourite stories. This helps to support their concentration and early reading skills, preparing them for their move on to school.

Setting details

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| Unique reference number | EY484065 |
| Local authority | Hertfordshire |
| Inspection number | 1000472 |
| 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 - 4 |
| Total number of places | 40 |
| Number of children on roll | 71 |
| Name of registered person | Squirrels Day Nurseries (Watford) Ltd |
| Registered person unique reference number | RP903404 |
| Date of previous inspection | Not applicable |
| Telephone number | 01923 249 673 |

Squirrel Nurseries (Watford Lanchester) was registered in 2014. It is one of four nurseries managed by Squirrels Day Nursery Limited. The nursery employs 14 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, including the manager. Eight staff members hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 48 weeks of the year. It is closed for two weeks in August and during the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who speak English as an additional language.

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