

# Squiggles Wormley Pre School



St Laurence Church Hall, Church Lane, Broxbourne, EN10 6LB

<b>Inspection date</b>	4 July 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff regularly observe and assess children to identify their next steps in learning. They plan ongoing activities based on their understanding of children's needs and interests. Children look through catalogues and talk about their favourite items. Staff challenge them to find pictures, numbers and letters. Teaching is good and children make good progress.
- Children enjoy a variety of interesting and challenging activities indoors and outside. They lead their own play and are eager to learn with staff. Children and staff plan a race in the garden. They choose the toy cars, create rules and design the racing track. Children take turns and cheer for each other. They have fun and learn through play.
- Staff obtain information from parents about children's personal care requirements and tailor practice to their needs. Children are comfortable and have their needs met.
- The managers conduct regular supervision meetings with staff and closely monitor their care and teaching practice. Staff take part in regular training and highly praise the managers' continuous support towards them, the children and the pre-school.

### It is not yet outstanding because:

- Staff do not consistently obtain sufficient information from parents about children's skills and ongoing interests at home. Children do not benefit from the best possible continuous support to their learning between home and pre-school.
- Staff do not provide children with enough activities and resources that promote their varied cultural backgrounds.

## What the setting needs to do to improve further

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

- obtain more information from parents about what children learn and are interested in at home to further extend and support their learning at the pre-school
- increase the opportunities that children have to explore activities and resources that promote their varied cultural backgrounds.

### 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 with staff and children during the inspection.
- The inspector completed joint observations of activities with the managers.
- The inspector held meetings with the managers. She looked at evidence of staff's suitability, qualifications and training and talked about the pre-school's self-evaluation process.
- The inspector spoke with a small selection of parents and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend child protection training and understand their role to safeguard children. They know the possible signs of abuse and how to keep children and themselves safe. Staff follow a strict no mobile phone policy. They risk assess play areas and are deployed effectively, indoors and outdoors to closely supervise children. Children take part in fire drills and learn to keep safe. Staff document practice and monitor children's welfare. They keep registers of attendance, accidents logs and a visitor signing in book. The manager maintains ongoing discussions with parents and staff. She gathers their views and uses their suggestions to help her continuously improve the service provided.

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

Staff are well qualified. They promote children's progress across all areas of learning. They engage children in fun and interactive story sessions with props and visual aids to capture their interest. Children are curious, ask questions about the books they read and guess what might happen next. All Children, including those who speak English as an additional language, show good communication in English. Staff and the managers monitor children's learning and track their progress together. Those who have special educational needs and/or disabilities benefit from the accurate use of additional funding to support their learning and development. Staff are wholly inclusive and adapt their teaching to ensure all children progress well.

### Personal development, behaviour and welfare are good

Staff are kind towards the children and praise their good behaviour. They work with parents to support children's emotional well-being. Children behave well. They listen to staff's guidance, play in harmony and show good social skills. Children develop personal safety awareness. They create traffic signs for the garden and relate to them when riding bicycles. They build structures with wooden logs, use gardening tools and enjoy climbing on frames. Staff know children well and effectively promote their health. They ensure good hygiene practices are followed during nappy changing. Snacks are suitably prepared, taking account of any dietary requirements. Children independently access drinking water for themselves and enjoy nutritious snacks and daily outdoor play.

### Outcomes for children are good

Children access a variety of equipment, toys and resources to extend their learning. They take musical instruments outside to continue with their singing session. Children take part in small- and large-group activities which are effectively planned and adapted to their learning needs. For example, some children enjoy drawing with chalk on the floor while others learn to write numbers and the letters of their names. Children enjoy dressing up and role play, trying on outfits and accessories and sharing their views and opinions. Children develop mathematical awareness. They count as they jump on a trampoline and find shapes in the environment. Children are effectively prepared to start school.

## Setting details

<b>Unique reference number</b>	EY499711
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1101482
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Squiggles Day Nursery(wormley) Ltd
<b>Registered person unique reference number</b>	RP901073
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07885426220

Squiggles Wormley Pre School registered in 2016. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3 or above, including two who are qualified to level 6. The pre-school opens from 9am until 3pm, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

