

Squirrel Nutkins Nursery

1 Clarence Avenue, Thornton, Cleveleys, Lancashire, FY5 2BE



Inspection date

2 July 2018

Previous inspection date

25 September 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leaders and manager rigorously monitor children's development. Sharply focussed observations, assessments and planning for each individual child help children to make excellent progression, including those children who have special educational needs and/or disabilities.
- The leaders and manager provide children with a wonderful curriculum. The children regularly visit their local home for the elderly and have French sessions. They visit the beach every week to learn about their natural environment. Consequently, children have an excellent knowledge and understanding of their community and the wider world.
- Staff provide exemplary care for the children. The highly qualified and experienced staff create a calm and nurturing environment and help children to make secure relationships. For example, when children start at the nursery, key persons warmly welcome families and provide as much time as they need to settle and feel at ease.
- Staff prepare children exceptionally well for starting school. Staff fully involve parents in the transition to school by sending activities home to develop essential skills to support their future learning. Children attend events at local schools, talk about their new teachers in group time discussions and dress up in school uniform during role play.
- Children learn how to keep themselves safe. They look at books about online safety and have visits from community officers. On trips out, they discuss 'stranger danger' and road safety, and they consider the risks that different environments present.

What the setting needs to do to improve further

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

- evaluate the excellent teaching even more critically to ensure that children are always able to arrive at their own conclusions during their explorations and play.

Inspection activities

- The inspector took a tour of the setting.
- The inspector spoke to parents about their views of the care and education their children receive.
- The inspector observed the effectiveness of teaching and conducted a joint observation with the manager.
- The inspector held an interview with the management team and discussed their priorities for improvement.
- The inspector viewed documents, such as policies and procedures and information regarding the vetting and supervision of staff.

Inspector

Karen Bingham

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders implement comprehensive safeguarding policies, procedures and risk assessments extremely well to help protect children from harm. Staff's safeguarding awareness is regularly tested and they are highly confident in discussing processes that they follow to protect children. Leaders and managers consistently drive improvement through highly effective development plans that encompass the views of parents, children and external agencies. They cascade their ambitious ethos and support staff, through training, mentoring, regular performance assessment and a successful supervision process. Consequently, empowered staff deliver rich and varied experiences that provide excellent outcomes for children.

Quality of teaching, learning and assessment is outstanding

The highly stimulating learning environment provides children with spaces that motivate them to play and explore. Children freely move between indoor and outdoor areas, and become engaged in highly challenging activities. Staff use their expert knowledge and use every opportunity successfully to teach mathematics. For example, young children learn about number whilst weighing pasta and rice on scales. At lunchtime, children count out the number of plates they need for their table, and pre-schoolers accurately use rulers to measure the rocks they found at the beach. Consequently, children develop skills rapidly. The excellent use of additional funding specifically targets areas for development. In particular, the introduction of successful communication and language initiatives help to ensure that children with speech delay make tremendous progress.

Personal development, behaviour and welfare are outstanding

Staff use their knowledge of each child to develop individual care routines and develop very close bonds. This has an extremely positive impact on children's emotional well-being. Babies confidently sit and splash in a paddling pool of green water while attentive staff teach them new words and sounds. Older children demonstrate their patience and ingenuity by constructing ball runs with pipes and crates. Occasionally, staff's enthusiasm interrupts children thinking through solutions for themselves and this can prevent them from making links in their learning. Parents are enthusiastic about the help they receive from management and staff in times of uncertainty. They attribute their children's achievements and positive changes in behaviour to the unwavering care and knowledge of the staff team. Parents and staff share daily information about the development and needs of children. This ensures children benefit from a consistent approach, which allows them to feel extremely safe and secure.

Outcomes for children are outstanding

Children behave exceptionally well. Children show high levels of self-control and positivity during Yoga sessions as they listen intently and carefully follow directions. Children take risks and challenge themselves. For example, toddlers demonstrate advanced physical development as they climb apparatus and walk down steps whilst holding on to a rail.

Setting details

Unique reference number	EY469079
Local authority	Lancashire
Inspection number	1105589
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	60
Number of children on roll	87
Name of registered person	Bonney Babies Limited
Registered person unique reference number	RP903378
Date of previous inspection	25 September 2014
Telephone number	01253 853014

Squirrel Nutkins Nursery registered in 2013. It is in Thornton-Cleveleys, in Lancashire. It opens Monday to Friday, from 8am to 6pm, all year, except for bank holidays. There are currently 16 childcare staff, two of whom hold qualified teacher status. The registered provider also holds early years professional status. One member of staff holds a childcare qualification at level 4, and 13 hold level 3 qualifications. The nursery is in receipt of funding to provide free 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

