

The Squirrels Pre-School

59 Delamere Park Way West, Cuddington, Northwich, Cheshire, CW8 2UJ



Inspection date

27 June 2018

Previous inspection date

21 April 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Ofsted has not been informed of changes to the committee. As a result, checks have not been completed on committee members to ensure their suitability.
- Staff do not hold a relevant paediatric first-aid certificate. Consequently, staff do not have an up-to-date knowledge of how to ensure children's needs are met in the event of an accident or injury.
- Staff are aware of the progress children are making and their areas for development. However, activities are not always sharply focused on addressing any emerging gaps in children's development.
- Leaders do not effectively monitor the quality of teaching. For example, training and development needs are not prioritised to aid staff in developing their performance.

It has the following strengths

- Staff are good role models for children. They provide clear and consistent boundaries to help children to develop an understanding of right and wrong. As a result, children's behaviour is good.
- Children develop a good understanding of how to keep themselves healthy and safe. For example, children know why it is important to wear sun screen and hats to protect them from the harmful rays of the sun.
- Children show high levels of concentration and become engrossed in the activities available. For example, children choose what they want to do, which helps them to develop into independent learners.

What the setting needs to do to improve further

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

Due Date

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| ■ ensure that at least one member of staff who has a current paediatric first-aid certificate is on the premises at all times. | 25/07/2018 |
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To further improve the quality of the early years provision the provider should:

- use the information gained from observations of children to accurately identify their next steps in learning and plan effectively for their individual learning needs
- further improve the quality of teaching, for example, by identifying additional training needs to promote the professional development of staff.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed activities, both inside and outdoors.
- The inspector looked at children's records, planning documentation and the tracking information relating to children's progress.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with staff, parents and children at appropriate times during the inspection. She also held discussions with the provider and members of the committee.

Inspector

Maxine Allmark

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the previous inspection, there have been changes to the committee. Details of all the new members of the committee have not been notified to Ofsted. This is a requirement of their registration. Staff have undertaken some first-aid training. However, this was not the required paediatric first-aid training. Consequently, staff do not have an up-to-date knowledge of specific paediatric first aid. The performance of staff is monitored by leaders. However, action is not consistently taken to promote the professional development of staff. As a result, staff sometime lack the knowledge to ensure that children have the best opportunities to progress in their learning. Safeguarding is effective. Staff are aware of the signs and symptoms of abuse and they know the procedures to follow if they have any concerns about a child's well-being.

Quality of teaching, learning and assessment requires improvement

Staff track the progress of individual children. However, the practicalities of this system do not work well in practice. Staff do not consistently use this information to plan activities to help children make the best possible progress. Despite this, most children are progressing at expected levels across the areas of learning. Children are confident learners who are eager to extend their learning. For example, children use toy action figures as inspiration for their drawings. They then dress up in costumes and pretend to be superheroes themselves. Staff use a variety of songs and rhymes to promote children's communication skills. For example, pre-school children enjoy practising their songs for the end-of-term production. They sing a variety of songs about the animals they are going to portray, which helps children to develop an awareness of rhythm.

Personal development, behaviour and welfare are good

Children receive lots of praise and encouragement from staff, which promotes their self-esteem. Children are well behaved. They negotiate well with each other and take turns using the electronic tablets. Children have regular access to fresh air and exercise. Staff engage them in a variety of active games, which help to promote their physical development. Children's understanding of a healthy lifestyle is well-supported. Children play games that help them to learn about what foods are healthy for them and what foods are not so healthy. Staff extend children's learning by reading books about the different foods that animals eat. This promotes children's wider understanding of the world as they compare similarities and differences. Staff work closely with parents to meet children's needs. Parents talk positively about the relationships that staff have with their children.

Outcomes for children require improvement

Weaknesses in teaching means that staff do not fully support children to make the best possible progress. Despite this, children make secure progress in relation to their starting points. Children are eager and independent learners, and have developed good social and self-help skills. For example, children are able to put their own footwear on and are confident to correct staff, saying they are wearing sandals, rather than shoes. Staff have developed good links with local schools to ensure smooth transitions. As a result, most children are well prepared for school.

Setting details

Unique reference number	305386
Local authority	Cheshire West and Chester
Inspection number	1135529
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	2 - 5
Total number of places	20
Number of children on roll	15
Name of registered person	The Squirrels Pre-School Committee
Registered person unique reference number	RP524503
Date of previous inspection	21 April 2015
Telephone number	01606888782

The Squirrels Pre-School was registered in 1986 and is managed by a committee of parents. The Squirrels Pre-school opens Monday to Thursday, from 9am to 3pm and from 9am to 12 noon on Fridays, term time only. There are three members of staff, all of whom hold appropriate childcare qualifications at level 3.

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.

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