

Shawbury Squirrels

Early Years

RAF Shawbury, Shawbury, Shrewsbury, Shropshire SY4 4DZ



Inspection date	11 October 2018
Previous inspection date	13 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The management team ensures the views of staff, parents and their children are fully included in the self-evaluation processes of the nursery. This, along with close links with the local school, helps the management team to identify how to improve so that all children make good progress.
- The special educational needs (SEN) coordinator brings a wide range of skills, expertise and enthusiasm to her role. She regularly liaises with external agencies to coordinate additional support for children who have SEN and/or disabilities. This means that staff are supported well to help these children make the best possible progress.
- Staff monitor the effectiveness of the environment, indoors and outdoors, and make sure that it motivates children to use the resources and learn.
- Staff build effective relationships with children. For example, they give children their full attention and respond to their needs well. This helps children to feel relaxed and safe, and to engage in new experiences.

It is not yet outstanding because:

- At times, staff are not fully effective in promoting children's listening skills to the highest possible level.
- Some staff do not use the information they gather from observing children as effectively as possible to support children to make rapid progress in their learning.

What the setting needs to do to improve further

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

- review the arrangements to promote children's listening skills so that they make the highest possible progress in this area
- use the information gathered from observing children even more effectively, to help children make rapid progress in their 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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector
Linda Yates

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to safeguard children. They know the signs that would cause them concern about a child's welfare and the correct procedures to follow. The management team provides staff with individual support meetings to discuss any concerns, strengths and development opportunities. This helps them to develop plans to improve the quality of teaching so that all children continue to make good progress. Staff in the baby room have recently completed training on how to best help young children to develop and learn successfully. They now place a stronger focus on providing babies with regular opportunities to get moving and start building muscle strength. The management team reflects on the progress of individual and specific groups of children across all areas of their learning. This helps them to identify where teaching can be improved.

Quality of teaching, learning and assessment is good

Staff promote children's learning through effective teaching. They successfully support children who need extra help to develop their speech. For example, they are very confident in their use of sign language with children, which promotes the use of actions to support the spoken word. This, along with visual aids and small-group activities, helps children to communicate and to develop their speech. Staff in the pre-school room plan daily literacy sessions for children. Pre-school children are beginning to recognise letters and their sounds. Staff provide children with exciting exploratory experiences that encourage them to investigate the natural world. For example, toddlers fill various containers with water and mix this with mud. They closely observe the slug and spider they discover in the soil. This, along with discussion, helps to consolidate their learning.

Personal development, behaviour and welfare are good

Staff work well together as a team and share their high expectations for children's behaviour. This helps children to take turns and show respect for others. Outside caterers provide children with a daily hot nutritious meal and staff provide children with healthy snacks and drinks. Children have good opportunities to experience challenge and manage risks for themselves outdoors. For example, babies crawl on the artificial turf and pull themselves up to standing position by holding on to the small wooden bridge. Toddlers confidently ride on tricycles and ably negotiate pathways. Pre-school children test their physical skills on the large climbing frame.

Outcomes for children are good

All children make good progress from their starting points and develop the skills they need in readiness for school. They are continually engrossed and focused in their play. For example, babies explore the paint with their hands and feet. Toddlers play for long periods of time with the sand and mould it into shapes. Pre-school children are confident at controlling the large touch screen computer. They squeal with delight as they make their characters jump on the screen. All children have good opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others. They are self-assured and initiate conversations with others.

Setting details

Unique reference number	224187
Local authority	Shropshire
Inspection number	10069735
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	52
Number of children on roll	78
Name of registered person	Shawbury Squirrels Early Years Committee
Registered person unique reference number	RP522633
Date of previous inspection	13 October 2014
Telephone number	01939 250351ext 7282

Shawbury Squirrels Early Years registered in 1997 and is managed by a non-profit making incorporated voluntary association. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status. A further 10 hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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