

Squirrel's Den Daycare

Barnham Community Hall, Yapton Road, Barnham, BOGNOR REGIS, West Sussex PO22 0AY



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| Inspection date | 29 October 2018 |
| Previous inspection date | 28 June 2016 |

| 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

- Staff work hard to create a welcoming and inviting environment to help children learn. Children quickly settle to play in activities of their own choice and staff organise activities that they know the children will enjoy.
- Children who have special educational needs and/or disabilities are very well supported. Their needs are quickly identified so that additional support and advice is effectively implemented. This helps to ensure that all children make progress according to their individual abilities.
- Staff deliver consistent messages to help children learn how to behave well and how to treat each other with respect. They teach children about sharing resources and taking turns as they play. This helps to support children's emotional well-being.
- Parents are complimentary about the setting. They say that their children enjoy attending and that their social skills have increased since starting. Parents say that staff keep them well informed about their children's day and the progress they are making.
- The manager has a clear vision to make improvements continually to benefit the children. She values the views of staff and parents, and she acts on their suggestions.

It is not yet outstanding because:

- Occasionally, staff do not maximise opportunities to provide children with enough challenge to extend their learning even further.
- Systems for analysing the progress made by different groups of children are still being developed by the manager and staff.

What the setting needs to do to improve further

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

- provide children with an even greater level of challenge during activities, to extend their ongoing learning further
- build further on the arrangements for comparing the progress made by different groups of children, to highlight clearly areas to target support, and to increase the potential for children to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the management team, staff and children at appropriate times.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to some parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider, who is also the manager, makes sure that staff are fully aware of their roles and responsibility to keep children safe. She ensures that arrival and collection times are well managed so that children do not leave the premises unattended. Staff are secure in their knowledge of the procedures to follow if they have concerns about children's welfare. They complete detailed risk assessments to help ensure that all areas are suitable for children and any accidents, such as bumps and falls, are swiftly managed. The provider follows secure recruitment and vetting procedures to make sure that staff working with children are suitable to do so. Several staff are well qualified, including the provider. Staff attend continuous training to increase their skills and knowledge. For instance, a focus on supporting children's communication has led to a greater understanding about how to support children in managing their emotions.

Quality of teaching, learning and assessment is good

Children enjoy good-quality activities. They have fun exploring in imaginative play areas that are decorated to represent festivals that they are interested in. Staff play alongside them and effectively support their early mathematical skills. For instance, children count the number of legs the toy creatures have. Good-quality teaching helps children to discover how to create different colours during painting activities. Staff introduce key words, such as 'mixing', they model conversations and help children to explain what they are creating. This helps children who speak English as an additional language to make connections in their learning. Staff teach younger children how to use interactive toys successfully. Older children have fun making marks on the light boxes. They all enjoy joining in with music activities and dance along to favourite rhymes and songs.

Personal development, behaviour and welfare are good

Staff are attentive to children's needs. They supervise them well without making them fearful. Key persons work closely with parents to make sure that there is continuity of care in their children's personal care. They ensure that children are always comfortable, and nappies or wet clothing are changed as necessary. Staff are aware of children's dietary needs. They encourage children to have a nutritious diet and promote good hygiene. Children enjoy choosing to play indoors or outside. They have ample opportunities to practise their physical skills, such as climbing on the wooden ark and safely riding wheeled toys.

Outcomes for children are good

All children are well prepared for their future learning, including their eventual move on to school. They make good progress from their starting points. Children show confidence in selecting resources that interest them. They enjoy sharing books with each other and older children listen attentively to stories. Younger children happily explore the environment. They recognise nursery rhymes and join in with the related actions. Children develop independence in their personal care skills. They find their own coats in preparation for playing outdoors. Some older children can put these on themselves.

Setting details

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| Unique reference number | EY461445 |
| Local authority | West Sussex |
| Inspection number | 10082258 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | |
| Age range of children | 0 - 4 |
| Total number of places | 46 |
| Number of children on roll | 43 |
| Name of registered person | Edwards, Kim Elizabeth |
| Registered person unique reference number | RP512042 |
| Date of previous inspection | 28 June 2016 |
| Telephone number | 07925038352 |

Squirrel's Den Daycare registered in 2013 and operates from Barnham Community Centre in Barnham, West Sussex. The provider employs 12 members of staff. Of these, five staff hold an appropriate early years qualification at level 3 or above. The provider holds an appropriate early years qualification at level 4. The setting is open every weekday during term time. Opening times are from 8.30am until 3pm. The setting provides funded early years education for two-, three- and four-year-old children.

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