

Squirrels Pre-School

Priory Park Pavillion, Priory Street, Farnborough, Hampshire GU14 7HX



Inspection date	5 November 2018
Previous inspection date	24 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 leaders have successfully acted upon the actions and recommendation set at the last inspection, to raise the quality of the provision and the outcomes for children. For instance, they ensure that sufficient staff are present at the pre-school when children are being cared for, to meet the individual needs of children well.
- Children develop good relationships with staff, who are sensitive to children's differing developmental needs. Children enjoy attending and build positive relationships with staff and settle quickly.
- Children who have special educational needs (SEN) and/or disabilities are supported exceptionally well. Staff provide effective one-to-one support and work closely with parents and other professionals to ensure children receive the extra help they need.
- The management team keeps a close check on children's progress and uses this information to identify and address trends in children's learning. This has had a positive impact on how staff support boys' literacy skills, to ensure their ongoing good progress.
- The manager implements effective coaching and supervision for all staff who work at the pre-school. Staff have regular opportunities for continued professional development and attend training to enhance their skills. Staff report that they feel valued and leaders support them well in their roles.

It is not yet outstanding because:

- Children's next steps in learning are not always appropriately focused and concise enough to help them to make the best possible progress.
- Sometimes, staff do not make the most of every opportunity to extend children's learning to help them achieve at a higher level.

What the setting needs to do to improve further

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

- enhance planning even further and focus more sharply on children's next steps in learning and development
- make the most of all opportunities that arise to extend children's learning.

Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke to parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff, recruitment procedures, confirmation of staff training and pre-school policies. She looked at a selection of children's records, and discussed safeguarding procedures and the self-evaluation process.
- The inspector spoke to staff and children, at convenient times, during the inspection.
- The inspector completed a joint observation with the manager.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

The staff team works well together and is committed to providing children with a good-quality learning environment. It has worked hard to ensure all weakness identified at the previous inspection are addressed successfully. For instance, recent training improved the way staff organise the indoor learning environment, to motivate and engage children in their self-chosen play. Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to keep children safe. They know how to identify concerns about children and what action they would take to report concerns, to keep children safe. Staff keep parents informed of children's progress regularly. They successfully share ideas of how parents can support children's learning at home, which has a positive impact on children's key achievements. The management team reflects carefully on the quality of the provision. It identifies the pre-school's strengths and key areas for development. This helps it to ensure outcomes for all children are good.

Quality of teaching, learning and assessment is good

All staff are qualified, knowledgeable and experienced, which contributes to the good-quality teaching that staff provide. Older children benefit from opportunities to develop their thinking skills in the challenging activities staff provide. For instance, as children make modelling dough, staff encourage them to smell the different ingredients to work out confidently which is water and which is oil. Staff place a strong focus on building children's literacy skills. For instance, they help children to become confident in writing their names on their artwork, as staff provide different-sized writing materials to help support children in gaining good control of the small muscles in their hands. Staff capture opportunities to introduce new language to children well. For instance, as children make a firework picture, staff introduce new words, such as 'exploding'. They ask children to describe the sounds that fireworks might make, as children excitedly talk about what they might hear.

Personal development, behaviour and welfare are good

Children behave well and gain confidence in managing some age-appropriate tasks for themselves. For instance, younger children learn to use knives safely to spread butter on their crackers at snack time. Children enjoy a variety of opportunities to learn about their local community. For example, recent visits from the local veterinarian and fire brigade helped children learn about people who are able to help them, and their families and pets. Children enjoy a variety of activities outdoors to help support their physical play and good health. For instance, they enjoy pretending to run away from the 'big bad wolf' as they navigate their way safely around the garden.

Outcomes for children are good

Children who have SEN and/or disabilities and those who speak English as an additional language progress well from where they started. Older children gain skills that prepare them well for school. They learn to count confidently, manage their personal care needs independently and are motivated in their learning. Children engage well in activities and persevere, to help build good levels of self-esteem. They learn to play well with others and can share and take turns with minimal support.

Setting details

Unique reference number	511276
Local authority	Hampshire
Inspection number	10080316
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	24
Number of children on roll	52
Name of registered person	Squirrels Educare Limited
Registered person unique reference number	RP531077
Date of previous inspection	24 January 2018
Telephone number	01252 378402

Squirrels Pre-School registered in 2000. It offers care to pre-school children, after-school care and a holiday playscheme in Farnborough, Hampshire. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Pre-school sessions run from 8.30am to 3.30pm on Monday to Friday. The Squirrels after-school club operates between 3.30pm and 6pm on Monday to Friday, term time only. The 'fun time' holiday playscheme runs during school holidays from 8.30am to 6pm. There are seven staff who work with the children, six of whom are qualified to level 3 and the owner holds a qualification at level 6.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

