

Squiggles Day Care & Activity Club Ltd

21 Station Road, Hagley, STOURBRIDGE, West Midlands DY9 0NU



Inspection date

20 February 2019

Previous inspection date

19 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- Since the last inspection, the provider has employed a new manager. Together they have successfully tackled the weaknesses through effective self-evaluation. This has helped to significantly enhance the quality of the provision.
- Observation, assessment and planning is effective. Key persons work well with parents to identify children's knowledge and skills from home when they first start. They use this information to help inform their initial assessments.
- There are good arrangements to help children settle into the nursery. Children feel reassured about moving to the next base room and have confidence about their future move to school.
- Children develop a good range of skills in their learning. Younger children learn how to use tools to explore different media such as sand. Older children are developing an understanding of two- and three-dimensional shapes.
- Staff do not share detailed enough information about children's learning and progress with the providers of other settings children attend.
- The manager is still embedding the new supervision arrangements to help address minor variations in the quality of teaching.

What the setting needs to do to improve further

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

- build on the information shared with the providers of other settings children attend to further promote continuity in their learning
- embed the arrangements for the supervision of staff to help raise the quality of teaching and outcomes for children even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and provider. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed parents' written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is good

Professional development has a positive impact on supporting staff in designated roles. For example, the special educational needs coordinator has used the knowledge gained from training to develop effective observation methods to swiftly identify children who may need additional support. The manager effectively monitors children's learning. This helps to ensure all children make good progress. Safeguarding is effective. Staff quickly identify risks and take steps to minimise hazards. For instance, they restrict children's access to areas undergoing repair. All staff are knowledgeable about how to identify and report concerns about children's welfare. Safer recruitment procedures are robust.

Quality of teaching, learning and assessment is good

Staff teach children the skills they need for the next stage in their learning. For example, in the baby room, staff plan activities with the intention of children developing their initial physical skills. They encourage babies to reach forward for beanbags in the garden. This helps young children to develop skills for crawling. Staff working with the toddlers help them to learn how to take turns, for example by waiting their turn to mix together the ingredients during baking activities. Staff create rich learning experiences for pre-school children. For instance, they encourage children to use natural resources and toy animals to create different habitats. Children learn where different animals live, including understanding that 'whales' live in the ocean.

Personal development, behaviour and welfare are good

Children have good attitudes to learning. They are enthused by activities and develop good problem-solving skills. Children learn how to overcome challenges, such as when they complete puzzles. Staff provide sensitive care, especially for the youngest children. They work with parents to promote continuity in children's care between home and the nursery, for example by adhering to children's dietary preferences. Children's behaviour is good and staff manage it positively. This helps children to learn respect for others. Staff provide children with nutritious meals and promote good hygiene routines, such as handwashing. This helps to contribute to children's healthy lifestyles.

Outcomes for children are good

All children make good progress in their learning. Babies are developing strong foundations in their learning. They discover how to make marks and explore their movements, including experimenting with making marks with chalks on paper. Older children develop strong independence skills. They learn how to extend their own ideas by adding resources to their play, such as clear cellophane to represent 'ice'.

Setting details

Unique reference number	EY429350
Local authority	Worcestershire
Inspection number	10071437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	56
Number of children on roll	103
Name of registered person	Squiggles Day Care & Activity Club Ltd
Registered person unique reference number	RP908969
Date of previous inspection	19 December 2018
Telephone number	01562887892

Squiggles Day Care & Activity Club Ltd registered in 2011. The setting employs 10 members of childcare staff. Of these, seven hold appropriate qualifications at level 2 or above, including the manager who holds early years teacher status. The setting opens all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays. The provider receives 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.

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