

Little Squirrels Play Forest

Little Squirrels Play Forest, 70a, Castle Mall, Norwich NR1 3DD

Inspection date	22 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager, who is also the provider, is a strong leader. She is well qualified and very knowledgeable about how children learn. The manager and her deputy carry out detailed evaluations of the quality of the nursery. They strive for continual improvement.
- The nursery provides many interesting opportunities for children to lead their own play. Children have a wide range of resources and activities to choose from indoors and outside. For instance, they mix flour, pour water through pipes and build their own ramps.
- Children behave well. They are supported by enthusiastic staff who focus on helping children to develop their personal, emotional and social skills. Staff help children to manage their own self-care, invite their friends to play and talk about their emotions.
- Children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning from their individual starting points. Children who speak English as an additional language progress well towards the early learning goals. Staff place a high value on children's home languages. They teach them to become confident communicators.
- Parents are very pleased with the quality of care and learning. They say that they receive regular feedback from the approachable staff and are given many suggestions to continue their child's learning at home. Parents are often invited to share in their children's learning, for example, by joining their child at nursery for 'afternoon tea'.
- The manager meets with local school teachers to find out how her staff can help children to be ready for school. Children are well prepared for their future learning.
- Although staff are good teachers, they occasionally miss opportunities to fully extend children's learning, such as when they intervene too quickly in children's play.
- At times, some daily routines are not highly effective at sustaining children's high levels of engagement.

What the setting needs to do to improve further

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

- enhance the quality of staff interactions with children even further, to raise the standard of teaching to the very highest level
- refine the organisation of daily routines, to support children's high levels of sustained engagement.

Inspection activities

- The inspector observed children engaging in activities indoors and outside. She assessed the impact that these have on children's learning and personal development.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke to staff and children at appropriate times. She met with parents to obtain their views.
- The inspector held meetings with the manager and deputy manager.
- The inspector viewed a range of documentation, including evidence of the suitability of staff, policies, safeguarding documents and children's learning records.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The actions raised at the previous visit have been addressed. Staff have a very clear understanding of safeguarding procedures. They know how to report concerns about a child's welfare or the conduct of a colleague. The manager/provider has enhanced her knowledge of her duty to make a referral to the Disclosure and Barring Service, where required. Regular risk assessments are conducted and appropriate fire-safety measures are in place. Staff undertake well-targeted training. For instance, they speak with enthusiasm about training on the development of a child's brain and how this has influenced their practice. Staff benefit from supervision meetings. The manager develops detailed action plans to help all staff members to develop their skills. The manager and her deputy regularly monitor children's progress. They swiftly put plans in place to close gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff observe children as they play to see what they are interested in. They use this information to develop children's skills. Babies explore their surroundings and discover a range of textures. Toddlers readily engage in imaginative play, for example, as they happily make 'tea'. Staff support children's interests well. For instance, as older children pretend to make 'chocolate porridge' from sand and water, staff encourage them to count how many minutes it takes to cook. Children have lots of opportunities to use mathematical language. Books are readily available in the nursery. Babies enjoy a cuddle as staff read them favourite stories. The special educational needs coordinator is knowledgeable about her role. She works with parents, for instance, to create individual development plans and 'interest boxes' to motivate children to learn.

Personal development, behaviour and welfare are good

Staff help children to settle when they first start at the nursery. For instance, they encourage parents to stay with their child at first to help them get used to their new environment. Staff develop secure attachments with children. They follow their routines from home and give children lots of support to settle to sleep. There are many opportunities for children to learn about healthy eating and self-care. Staff offer children a wide range of fruit at snack time. They help children to learn how to brush their teeth and share this with parents to help them encourage their child to do this at home. Children are taught good table manners, such as learning how to use cutlery. Children have lots of opportunities to learn about their local environment, for example, through trips to the local market to buy fresh food.

Outcomes for children are good

Children show many characteristics of effective learning. They are interested and motivated to learn. Children solve their own problems as they play. They show good physical skills, for instance, as they pick up beads with tongs and place them in different sized bowls. Babies are keen to practise standing and walking. They cruise around the low-level furniture and start to balance. Children with SEND engage well in their chosen activities. Children who speak English as an additional language quickly pick up new words and use these in their play.

Setting details

Unique reference number	EY543579
Local authority	Norfolk
Inspection number	10097271
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 - 5
Total number of places	34
Number of children on roll	70
Name of registered person	Little Squirrels Play Forest Limited
Registered person unique reference number	RP543578
Date of previous inspection	Not applicable
Telephone number	01603633550

Little Squirrels Play Forest registered in 2017. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including the manager who holds early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities (SEND).

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