

Little Squirrels Nursery

St Marys Church Hall, Church Street, Walton-on-Thames, Surrey KT12 2QS



Inspection date	20 May 2019
Previous inspection date	6 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The systems used for the tracking and monitoring of children's progress and for those who receive additional funding are not robust enough. This does not ensure that gaps in children's development are identified swiftly.
- The leadership team does not ensure that staff receive regular supervision opportunities, to provide a more targeted support towards their practice and responsibilities.
- The process of self-evaluation is not used effectively to identify areas and systems used in the nursery that require strengthening or change.
- Leaders do not precisely plan to support the professional development of the staff team.

It has the following strengths

- Children are happy and content. They excitedly enter the nursery for their day ahead and enjoy making their own choices to support their interests and likes.
- Children with special educational needs and/or disabilities (SEND) benefit from a recently-trained practitioner who, although new to the role, has a firm grasp on how to support their next steps and emotional well-being.
- Parents speak highly of the staff team and the individual care and attention their children receive. They comment on the strong bonds their children have established and how emotionally secure and confident they are.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement a more robust tracking and monitoring system to swiftly identify gaps in children's development, to enable them to have additional support and early intervention for their future progress.	31/07/2019

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

- use evaluation more effectively, to identify areas and systems used in the nursery that require improvement, and include the views of staff, parents and children
- plan for more professional development opportunities for staff members, to constantly support and increase their knowledge and understanding
- ensure that staff receive regular supervision opportunities, to provide a more targeted support towards their practice and responsibilities.

Inspection activities

- The inspector toured the nursery and discussed the use of self-evaluation and the current areas identified for improvement. The inspector held a leadership meeting with the provider and the manager.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures and children's developmental records.
- The inspector discussed the arrangements for safeguarding of children at the nursery, including staff knowledge and reporting procedures.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors and the impact this has on their learning and development. The inspector also carried out a joint observation with the manager.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders do not track or monitor the progress of all children well enough. This does not ensure that specific groups of children receive early intervention or support if required. Evaluation is not used effectively to identify areas of the nursery that require strengthening or change. Although staff are dedicated towards their roles, they do not have regular supervisions or targeted support for their professional development. As such, they are not being given sufficient focus to help impact on their practice to improve the outcomes of the children in their care. Safeguarding is effective. Staff have a secure knowledge and understanding of how they would recognise potential signs of abuse and the procedures they would use to report any concerns. Robust recruitment procedures are used well to determine the suitability of all staff. Risk assessments are used daily to provide safe and secure environments for children.

Quality of teaching, learning and assessment requires improvement

The weakness in the tracking of children's progress does not fully support them to achieve to their fullest potential. Although staff observe children and have an understanding of their characteristics of learning, they are not all confident in the systems used, to provide additional help for children who are falling behind. However, staff do plan activities and play opportunities to help children to develop new skills. They enjoy making treasure maps to help increase their fine motor and early literacy skills. Staff support children's early communication and language. They enjoy reading together in the cosy book corner and using props to help retell their favourite scenes from stories. Younger children explore with their sensory experiences as they form shapes with coloured play dough and use diggers and spades in the sand tray.

Personal development, behaviour and welfare are good

Children behave well. Staff are helping them to learn about boundaries and acceptable behaviour. They provide consistent explanations to help children to manage their own feelings and emotions. Children develop a deep understanding of differences in the wider world around them. They use a variety of resources in their everyday play and take part in festivals to celebrate the diversity reflected within the nursery. Children are independent in their own self-care skills. They enjoy being a large part of the snack routine and are learning about making healthy choices to promote their well-being. Children have lots of opportunities to be physically active. For instance, they enjoy dancing to action songs and painting outdoors.

Outcomes for children require improvement

Outcomes for children are not consistently good due to the weaknesses in the tracking and monitoring of their development. This means that children, including those who receive additional funding, do not make the best possible progress. However, children are gaining some of the skills they require to support their move on to school. Children with SEND are watched closely by a trained practitioner. Children are confident in their communication and can express their needs well. They are kind and patient and are learning to work well with others.

Setting details

Unique reference number	EY418558
Local authority	Surrey
Inspection number	10074646
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	50
Name of registered person	Daysh, Chloe Jade
Registered person unique reference number	RP515823
Date of previous inspection	6 July 2016
Telephone number	07598159248

Little Squirrels Nursery registered in 2010. It is located in Walton-on-Thames, Surrey. The nursery is open each weekday from 9am to 12pm during school terms, with an option to stay for a lunch club between 12pm and 1pm. The nursery also provides a late session until 3pm on a Monday, Wednesday and Thursday. There are nine members of staff. Of these, two staff hold early years qualifications at level 3 and two at level 2 and one member of staff holds qualified teacher status.

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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