

Inspection of Little Squirrels Nursery

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

Inspection date:

13 May 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to learn. They confidently make their way into the well-organised learning environment. Children benefit from a good range of opportunities to support their learning across all areas of the curriculum. Children quickly engage in the activities provided and spend long periods of time concentrating and enjoying what they are doing. Staff are deployed well and provide the support that children need.

Children behave well because they know what is expected of them. Staff discuss the rules with the children during the daily routine. Large numbers of children play alongside each other amicably. They share and take turns playing with the doll's house, where there is plenty of equipment to prevent any disagreements. Children use resources showing positive images of diversity to help them learn about the wider community. This includes wheelchairs and dolls showing different race, disability and gender.

Children have fun as they create magic wands which they proudly show off to their parents at home time. For example, during the inspection they wave their wand and learn new words, such as 'abracadabra'. Children's physical development is supported well. They climb and balance on indoor structures, use tweezers to pick up pom-poms and hang the washing on the line using pegs.

What does the early years setting do well and what does it need to do better?

- Children with special education needs/and or disabilities are supported well. The staff team works closely with parents and other professionals to ensure that children get the required levels of support they need. For example, professionals come into the setting and work with staff to develop an action plan which focuses on the skills children need to practise.
- Children's vocabulary and language are well supported by staff, who interact effectively with children. Staff read stories to children, emphasising certain words and asking children what they mean. They use props such as puppets to maintain children's attention. Staff enable children to recall familiar stories through exciting, well-planned activities, including the use of natural materials to build houses for 'The three little pigs'.
- Staff form strong relationships with parents. They regularly communicate through electronic means and share information about their child's development. This includes photos of their children at play and the educational programme. Parents say they feel well informed, including throughout the COVID-19 (coronavirus) pandemic, and they can see the improvement in their child's confidence and skills since starting at the setting.
- Leaders and managers have a clear understanding of how to plan an effective

early years curriculum. Staff track their key children and use this information to identify where there are gaps in children's skills and confidence. All staff contribute to the planning of the learning environment to support their key children. However, on some occasions, the intent for outdoor learning is less successful.

- The manager is new to post since the previous inspection. She has focused on promoting staff's professional development and monitoring their practice. This has helped staff to become more confident in the delivery of the curriculum and how children learn. Staff have completed a variety of courses covering different aspects of the curriculum, including how to support children's emotional behaviour. New staff go through induction to help them understand their role and responsibility. However, the support for new and temporary staff to fully understand the curriculum and intended learning for each child is not always fully effective.
- Children are developing the skills and knowledge they need to be well prepared for school. They put their coats on ready for outdoor play, wash their hands on arrival, and sit and eat their pack lunch with their friends.
- Staff manage children's behaviour well. They act as positive role models and provide regular opportunities for children to revisit the rules of the setting. Staff nurture children's confidence and emotional skills. This helps children to become confident and independent learners. Staff speak gently to children, particularly where they need more emotional support. Staff boost children's confidence levels with lots of positive praise. For example, they reward children with stickers for 'good singing and attention'.

Safeguarding

The arrangements for safeguarding are effective.

The staff implement effective risk assessments to keep children safe. For example, the internal doors are monitored effectively when staff answer the front door. There are robust procedures in place to ensure the adults working with children are safe to do so. Staff who are awaiting checks to be returned are not left unsupervised with children, and all other staff are aware of this rule. Staff complete training on safeguarding and demonstrate that they understand the procedures to be followed should they have a child protection concern about a child or a member of staff.

What does the setting need to do to improve?

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

- strengthen induction procedures to provide more detailed information for new or temporary staff on the learning intentions of the early years curriculum and the focus for individual children

- consider how the outdoor activities are implemented to enable children to focus on the of the skills being taught.

Setting details

Unique reference number	EY418558
Local authority	Surrey
Inspection number	10112196
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	62
Name of registered person	Daysh, Chloe Jade
Registered person unique reference number	RP515823
Telephone number	07531485710
Date of previous inspection	20 May 2019

Information about this early years setting

Little Squirrels Nursery registered in 2010. It is located in Walton-on-Thames, Surrey. The nursery is open each weekday from 9am to midday during school terms, with an option to stay for a lunch club between midday and 1pm. The nursery also provides a late session until 3pm on Monday, Wednesday and Thursday. There are eight members of staff. Of these, four hold early years qualifications at level 3. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector sampled documentation such as staff suitability, first-aid certificates and children's information.
- Joint observations were carried out during the inspection to find out the manager's view of staff interactions with the children and to discuss professional development.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector conducted the learning walk with the nursery manager to discuss how the staff decide what children already know when they arrive, what they need to learn, and how staff are going to implement the curriculum.

We carried out this inspection 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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