

Inspection of Squiggles Pre School

Wormley Sports Club, Church Lane, Broxbourne, Hertfordshire EN10 7QF

Inspection date: 30 June 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Staff plan some activities that link to their assessment of children's interests. Children enjoy some of these activities, for example, as they paint an ice-cream truck made from cardboard, and they play with a toy shop. However, staff do not engage with children well enough to drive their development and hold their interests. Children frequently become poorly engaged, wander between resources and activities and show limited involvement in learning. At these times their behaviour deteriorates. While staff try to redirect children and deal with behaviour issues suitably, these persist as children are often poorly occupied. Staff do not commonly understand the aims of the curriculum or how activities they have planned link to children's individual learning needs.

There is not enough support in place to promote children's personal, social and emotional development. The provider states that there are activities to support children's understanding of rules and boundaries but staff do not present these clearly or consistently and are poorly understood by children. There is a rigid routine in place and at times this disrupts children's learning unnecessarily. Staff do not spontaneously adapt routines to meet children's needs. For example, some children who clearly prefer to learn outside are not able to access the area when they wish to. Also, children who have a particular interest in dough are not permitted to take the dough to different areas of the setting, to extend their play with different adults or resources.

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

- There is a broad curriculum in place that links to children's interests. However, the learning intentions for each child are not commonly understood by all staff to ensure children's learning needs are consistently met. There are gaps in the delivery of the curriculum for communication and language. As a result, interventions for children who have a recognised language delay are largely ineffective. Some children are not acquiring the language they need to support them to access future learning as they move to school. Nevertheless, staff are kind and warm towards children in their care and children have access to some things that they enjoy and that link to their interests. For example, staff sing familiar and favourite songs with the children, who join in with the lively singing.
- Parents report that they are satisfied with the care their children receive. They know their child's key person and state that they have daily feedback about the things that their children have been doing. Staff handover to parents daily and speak to them. However, the leaders and staff do not use the information they gather about children's home lives to meet their needs. For example, staff know that some children do not have enough spoken language but do not make sure their interactions support the development of these children's speaking skills. For

example, they do not use things that children like, such as messy play, to prompt conversations or to help children to learn new words.

- The provider is clearly knowledgeable about child development in the early years and wishes to provide high-quality practice. She has taken some action to improve outcomes for some children. For example, she has obtained one-to-one support for some children who need this but this is not consistent for all children who require support. She has taken some action to tackle areas of staff underperformance. However, again this is not consistent and she has not identified issues with staff knowledge of safeguarding matters or tackled gaps in the quality of teaching. This means that some children do not make the progress they are capable of.
- Relationships with outside professionals are not good enough for all children where staff have concerns about their development. Internal procedures to recognise, monitor and manage concerns about children's development are not commonly understood by staff and leaders. Staff make assessments of children's learning but these are not always accurate. Staff are unclear about the steps to take to share concerns about children's development, which means that some children's progress has fallen behind. Where staff have raised concerns about children's development, prompt action has not always been taken by leaders. The provider does not have sufficient oversight of the setting to ensure that all possible action has been taken to obtain appropriate support.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not have sufficient oversight of child protection concerns to ensure that action is taken promptly to share information with relevant agencies. While staff are aware of some signs of concern about children's well-being, some concerns have not been shared with the appropriate agencies. Additionally, despite recent training, some staff do not know local reporting routes to share concerns about children's welfare. Staff also have limited knowledge of some areas of potential concern, including signs and symptoms of potential radicalisation or extremist behaviour.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that all staff understand and can implement the child protection policy in line with the requirements of the local safeguarding partnership to recognise and respond to concerns without delay	29/07/2022
train all staff to understand signs and symptoms of potential abuse and neglect, including those relating to potential signs of radicalisation	29/07/2022
ensure that all practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities	29/07/2022
ensure staff take effective action if a child's progress in any prime area gives cause for concern, to support the child, including where a child may have a special educational need and/or disability which requires specialist support from other agencies as appropriate	29/07/2022
train all staff to ensure that they promote children's positive behaviour and manage children's behaviour in consistent ways	29/07/2022
train all staff to support children's communication and language development and personal, social and emotional development effectively; this includes obtaining appropriate support for children where there is concern about their development	29/07/2022
improve the monitoring of assessments carried out by practitioners, to ensure that assessment of children's development is accurate and that interventions are timely.	29/07/2022

Setting details

Unique reference number	2555595
Local authority	Hertfordshire
Inspection number	10221628
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	40
Number of children on roll	44
Name of registered person	Squiggles Day Nursery(wormley) Ltd
Registered person unique reference number	RP901073
Telephone number	07885 426220
Date of previous inspection	Not applicable

Information about this early years setting

Squiggles Pre School registered in 2019. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one who has a qualification at level 6. The pre-school opens from 9am until 3pm, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Naomi Brown

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The provider led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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