

Inspection of Squirrels Children's Day Nursery

8 Cook Street, LEIGH, Lancashire WN7 4BT

Inspection date: 8 August 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

There are significant weaknesses across the setting. Staff do not effectively assess risks to children, such as safe sleeping positions for babies and precautions to take when playing outside in hot weather. Therefore, children are not consistently protected from harm. This compromises their health. In turn, children do not learn how to keep themselves safe and healthy.

Leaders do not identify the areas of practice that staff need to develop the most in order for them to be successful within their job roles. Staff are not gaining skills that help them keep children consistently safe, or developing an understanding of how to identify welfare concerns. There are gaps in staff's safeguarding awareness, particularly how to report child protection issues. Additionally, staff are not supported and coached effectively, in order to improve their assessment and teaching skills. This means children are not always challenged during play, in order to increase their abilities and learn new knowledge.

Children enjoy exploring the setting and the resources on offer. They choose toys that they are interested in and are happy to play alone or with others. Children are polite, use their manners and participate with group times. This has been identified by the manager as an area of focus since the COVID-19 pandemic.

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

- The arrangements for the supervision of staff are poor. The manager does not effectively identify areas of improvement in staff practice and knowledge to help drive improvement within the setting. For example, staff have not had training on safe sleeping for infants. As a result, babies are placed in cots in unsafe positions, compromising their safety. Additionally, staff safeguarding knowledge is poor. As a result, staff are not able to effectively fulfil their roles and understand their responsibilities in meeting the safety and welfare needs of all children.
- Some staff do not recognise ways to effectively implement and adapt activities to support all children's learning. For example, although children are able to choose a colour, their paint is poured onto the paper for them. This limits their exploration and thinking skills. As a result, some children are not building on what they already know and become disengaged.
- Assessment for children's development is inconsistent. Staff do not plan meaningful next steps for all children. This means, occasionally, any gaps in children's learning are not swiftly addressed in order to help them continue making progress. Additionally, although progress checks for children aged between two and three years are completed, they do not always contain suitable targets that will help individual children develop in the most required areas.

Therefore, children do not always make the progress they are capable of.

- In the main, staff check the environment and remove most hazards to children. However, staff are not consistent in how to identify risks to children's health. For example, children and babies play outside in extremely hot weather without adequate sun protection. This puts their health at risk.
- Leaders work with other professionals when supporting children with special educational needs and/or disabilities. For example, they arrange assessments for children to take place in nursery in order for them to gain extra help and strategies to use. As a result, staff have learned some techniques to help children with listening skills and keeping calm.
- Staff build sensitive relationships with children. Babies have a calm and stimulating room, where they can explore their senses and learn new skills, such as rolling over and 'tummy time', which develop their core and neck strength. However, babies do not have a safe and interesting space to access in the outdoor area that meets their learning needs. This area of the setting does not offer a broad and rich curriculum for these younger children. Babies are not stimulated in the outdoor area and do not learn new skills.
- Children learn about experiences and ways of life that are different to their own. They visit local cafes and enjoy walks within the local area. This helps children become aware and accepting of the world around them and supports them to learn how to integrate into society.
- Parents are satisfied with the communication they receive regarding their children's experiences and achievements. They feel supported and know the nursery are flexible in meeting their needs.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a poor knowledge and understanding of how to protect children from harm and the key indicators of child abuse. They do not consistently know how to report a concern further than their immediate designated safeguarding lead. Staff do not understand the roles and responsibilities of other professionals, outside of the nursery, who are involved in the welfare of children. This puts children at risk of harm. There are adequate numbers of staff with up-to-date paediatric first-aid qualifications and staff know how to attend to children when they have accidents. Children are cared for in a secure setting. They cannot leave the premises and no unauthorised persons can enter. However, inconsistent risk assessments mean children are put at risk of harm on occasion.

What does the setting need to do to improve?

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

	Due date
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ensure all staff have a secure and up-to-date knowledge of how to identify, respond to and report child protection concerns	30/09/2022
ensure staff are trained on how to place infants to sleep safely in line with latest government guidance	30/09/2022
implement effective risk assessments that ensure children are safe and healthy at all times, with particular regard to children going outside in extreme heat	30/10/2022
provide all staff with the support, coaching and training they need to develop their level of knowledge and skills required for their roles and responsibilities	30/10/2022
provide all children with engaging and challenging learning experiences that take account of their individual needs, both inside and outdoors	30/10/2022
accurately assess children's development, swiftly addressing any gaps in learning, in order to consistently work towards good progress.	30/10/2022

Setting details

Unique reference number	EY562132
Local authority	Wigan
Inspection number	10190792
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 at time of inspection	0 to 4
Total number of places	40
Number of children on roll	31
Name of registered person	Squirrels Leigh Limited
Registered person unique reference number	RP562131
Telephone number	01942603919
Date of previous inspection	Not applicable

Information about this early years setting

Squirrels Children's Day Nursery registered in 2019 and is situated in Leigh, Wigan. The setting employs 14 members of staff. Of these, 12 hold appropriate qualifications at level 2 and above. The setting opens from Monday to Friday all year round, excluding bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of all areas of the nursery and discussed the intended early years curriculum.
- The inspector and the manager carried out two joint observations of group activities.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with staff at suitable times during the inspection, and observed their interactions with children, assessing the impact on children's learning.

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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