

# Inspection of Squiggles Pre School

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

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Inspection date: 14 December 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's learning needs are not assured. Although staff plan an appropriate environment and activities for the children, most do not use these experiences consistently to enhance children's learning and children quickly lose interest. The quality of most staff's interactions with children is variable and some is poor. They are unable to adapt the activities or their teaching to support the children's engagement and progress. Children frequently wander around the room with no purpose to their play and begin to use the resources inappropriately. For example, they throw Santa letters and books into the air. Staff understand what they want children to learn, although this is often not achieved. For example, staff explain that the learning intention for an activity to build a wooden reindeer is to help children develop problem-solving skills and hand-to-eye coordination. However, children merely sit on the reindeer, causing it to collapse.

Despite the overall weaknesses, children are settled and approach staff for reassurance. Children choose from resources, which are generally of good quality. However, overall, the curriculum is not well planned. When staff remain focused on an activity, children do become engaged for a short time. For example, children eagerly join in an obstacle course in the outdoor area.

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

- Since the last inspection, staff have received support from the local authority's early years team. However, staff do not implement the knowledge they have gained, and most do not demonstrate good quality teaching skills or effective behaviour management.
- Children are not provided with a curriculum that challenges and extends their learning and development. Staff do not consistently use children's interests to build on what they know and can do. Although staff supervise children, they do not use these opportunities to maximise their learning potential. Consequently, learning is incidental and does not help all children to reach their full potential.
- The manager and staff do not plan the curriculum well. They set up activities for children but struggle to engage and interact with them in meaningful ways because of the demands on their time. For example, staff use wooden figures to retell a familiar story. Children begin to take turns to add characters to the scene. However, staff are then distracted by other children, who are having a disagreement about the dressing-up clothes. Staff leave the activity and do not return. Children do not get to finish the story, lose motivation and miss out on learning.
- Children make choices about what they want to do. However, staff do not encourage children to put the resources back when they have finished playing with them and do not teach children how to care for their play spaces and toys.

Children leave books and toys on the floor, which other children walk over. Staff then busy themselves with tidying up. This minimises children's enjoyment, and they do not make the progress they are capable of.

- Children's communication and language development is not supported well enough. Staff do not model language to help children expand their vocabulary and engage in conversations. Furthermore, some younger children spend long periods of time with a dummy in their mouth, which limits their ability to communicate and develop their speech.
- Staff have some idea of what they want children to learn, although they focus more on the outcomes of activities. For example, while singing Christmas songs, staff focus on taking children's photograph to send home and the singing stops. Consequently, children are not given the opportunity to develop a wide range of words to help improve their speaking skills.
- Staff fail to implement consistently effective behaviour management procedures. This is despite having received training to develop this. Children do not receive consistent messages and struggle to understand rules for behaviour. They become distressed, struggle to play alongside each other and hit and push other children. This distracts other children's learning.
- Staff help children to make choices. For example, at snack time, they choose the drinks and snack they would like. Children try to pour their own drinks and make their own decisions. However, the milk bottle is too heavy for children to succeed at this task.
- Parents are complimentary toward staff and managers at the setting. Parents like the information they receive through the nursery app.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have strong safeguarding knowledge. Staff talk confidently about the possible signs that a child is suffering harm. Staff have a good understanding of the local area and the safeguarding concerns that can have an impact on children and families. They know how to report concerns about children and adults. Staff document, monitor and report concerns about children to the appropriate agency to ensure these are resolved or to enable them to make further referrals. Those with overall responsibility for the day-to-day management of the setting complete training for designated safeguarding leads. The manager implements regular checks to ensure the ongoing suitability of staff.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure weaknesses in staff's teaching practice are identified and staff are provided with the coaching and support they need to further develop their teaching skills	28/02/2023
ensure staff support all children's communication and language development	28/02/2023
implement effective procedures to positively support the management of children's feelings, behaviours and emotional well-being.	28/02/2023

## Setting details

<b>Unique reference number</b>	2555595
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10248522
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Squiggles Day Nursery(wormley) Ltd
<b>Registered person unique reference number</b>	RP901073
<b>Telephone number</b>	07885 426220
<b>Date of previous inspection</b>	30 June 2022

## Information about this early years setting

Squiggles Pre School registered in 2019. The pre-school employs six members of childcare staff. Of these, three 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, Tuesday and Friday, and 8am to 5pm Wednesday and Thursday term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Topham

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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