

# Inspection of Squirrels Nursery (Watford Ascot)

Ascot Community Free School, Ascot Road, Watford, Hertfordshire WD18 8AD

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Inspection date: 14 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are extremely settled at the nursery. They explore the environment with excitement. Children are curious and have space to investigate. Children are cared for by caring, happy and nurturing staff. They have established close bonds with the staff, who know them very well. The leadership team and the staff have focused heavily on the environment and have provided children with rich learning opportunities, both indoors and outdoors. Children enjoy their time in the garden, which is an exciting and stimulating place to learn. They carefully dig in the mud to look for insects and bugs. They carefully place a centipede in a pot to show to their friends and staff. They use magnifying glasses to examine the insect in more detail and discuss what they see. They have lists of insects that they want to find and cross them off as they see them.

Young children move around with ease and can access appropriate resources for their developmental needs. Staff are very attentive, and babies enjoy lots of cuddles and praise for their efforts. Children concentrate as they use toy animals to make marks and paint. They dip the animals' feet into the paint and make patterns on the paper. Children are developing the skills they need for future learning.

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

- Children's communication and language development is promoted throughout the nursery. Staff continually comment on what children are doing. They listen carefully to what children say and repeat sentences back to them, reinforcing what they have said and skilfully correcting any errors. Staff extend children's language using more complex words. For example, when describing something good they explain that this is 'fabulous'.
- The manager and her deputy are ambitious and forward thinking. They have high expectations for the staff and the children. The manager fully supports staff with their professional development. She is fully aware of the positive impact training has on the outcomes for children. Staff state that they are well supported.
- Children benefit from a well-planned and broad curriculum, both indoors and outdoors. The staff use initial assessments well and know what the children need to learn next. Staff place a strong emphasis on positively following children's interests when planning activities. For example, when planning for children with special educational needs and/or disabilities, staff provide drainpipes and cars, as this supports them to engage with other children. This results in children making good progress.
- Parents speak very positively about the care and education their children receive. They comment that the staff are very supportive and communicate well. They say that their children have made good progress since attending. Parents

comment that the 'amazing' staff spend time getting to know their children. They say that they feel reassured that their children are safe and having fun. Parents whose children require additional support comment how grateful they are to the manager and her team for all the support and reassurance they receive and the good progress their children make.

- Children are supported to learn how to maintain their own health and well-being. For example, when children select their meals they state whether they have a regular, vegetarian or special meal. Staff ensure that children are aware of their dietary requirements.
- Staff support children to become independent. Children select and serve their vegetables, choose what fruit they want and pour their own drinks. Children put on and take off their own coats. They hang them on their pegs after finding their name. Children are encouraged to be helpers. They clean and set the tables, carefully counting the number of cups and knives and forks they require.
- Staff encourage children to take part in group activities. Children take turns to run under the parachute. They wait patiently for their name and cheer on their friends. However, there are occasions during group activities when staff do not take full account of all children's developmental needs which results in some children becoming frustrated and upset.
- Staff support mathematical development. Children playing with blocks work collaboratively to build a tower. They carefully hold a tape measure against the tower and state how tall it is. Children throw dice and say the numbers when they have landed. They are happy as they select the same number of special gems.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and wider safeguarding concerns, such as the 'Prevent' duty and county lines. Leaders have a good recruitment procedure in place and ensure that all staff have an induction. Staff are aware of how to report an allegation against a member of staff and who to contact if they have concerns about a child. Staff attend regular meetings, which helps to support their knowledge of safeguarding and ensure it is up to date.

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

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

- support staff to take full account of all children's individual needs and abilities, particularly during group activities.

## Setting details

<b>Unique reference number</b>	EY492561
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10276442
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Squirrels Day Nurseries (Watford) Ltd
<b>Registered person unique reference number</b>	RP903404
<b>Telephone number</b>	01923 256561
<b>Date of previous inspection</b>	17 July 2017

## Information about this early years setting

Squirrels Nursery (Watford Ascot) registered in 2015. It operates independently from within Ascot Community Free School in Watford. The nursery operates from Monday to Friday, for 48 weeks a year, from 8am to 6pm. There are 13 members of staff, 11 of whom hold appropriate early years qualifications at levels 2, 3 and 4. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Hilda Miller

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- Leaders and inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn, both inside and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- The children told the inspector about what they enjoy doing at the setting.
- The inspector spoke to parents and took written feedback to take account of their views of the setting.

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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