

Inspection of Squirrels Corner Pre School 2

Townhill Park Community Centre, Meggeson Avenue, Southampton, Hampshire
SO18 2FH

Inspection date: 27 April 2023

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

The provision is good

Children settle quickly in this welcoming community pre-school. They demonstrate that they know the routine of the day, as they quickly put their lunch boxes in the trolley and their water bottles on the table. Children separate from their parents and carers with confidence as welcoming staff greet them at the door. The inviting and well-organised environment excites children, and they joyfully get involved with the activities set up for them.

Children complete self-care tasks independently. They wash their hands by themselves and communicate their need to go to the toilet. During snack and mealtimes, staff provide children with lots of opportunities and encouragement to do things for themselves. For example, children serve themselves beans to have on their toast and clear away their plates when they have finished.

Toddlers and older children engage well in activities and enjoy imaginative play with their friends. They eagerly engage staff in their imaginative play experiences, such as when they style each other's hair in the pre-school salon. Children behave well. They quickly settle at activities and focus well. Staff have high expectations for all children. Children who speak English as an additional language and children who have special educational needs and/or disabilities (SEND) receive targeted support and intervention.

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

- The manager and staff have constructed a programme of learning that is based in nature and supports children's interests. Children learn about the world around them, including how and why they must look after the minibeasts in the garden and beyond. Children spend time caring for giant land snails, spraying their enclosure with water and offering them cucumber. Outside, they find garden snails. Children compare the differences between the species, and staff explain why they should not put the garden snails in with the giant snails. Staff sequence children's learning effectively and prepare them for school.
- Children have a good understanding of daily routines and expectations. For example, staff use sign language and visual aids to ensure that children understand what is happening now and what is happening next. However, staff routinely disturb children immersed in their play, to tidy up, for example, so they are ready to engage in adult-led activities. As such, this interrupts their concentration and self-led learning.
- Children benefit greatly from the staff's understanding of the importance of physical development. For example, they enjoy free-flow access to the outside space throughout the day. They spontaneously engage in risky play as they jump from the top of large cable reels. They further challenge their balancing

skills as they walk across a high beam. They use their outstretched arms to help them balance and carefully watch where they place their feet as they cross to the next plank. This means that children develop a wealth of confidence in their gross motor skills.

- Staff regularly read stories with children, inviting their thoughts and ideas. This helps children to listen to a wide vocabulary. Staff skilfully encourage children to remember previous learning. For example, they ask children to recall the sequencing of the life cycle of a caterpillar. More-confident children excitedly voice their ideas and share their knowledge. However, staff do not always consider how to encourage those children who are less confident to talk and express their ideas.
- Children have access to mathematical learning across the provision. Staff model words such as 'large' and 'small'. Children enjoy counting as they sing along with nursery rhymes and spontaneously use numbers in their play. For example, they hand out 'tickets' for the train they have made in the garden, telling staff, 'You are ten.'
- The support for children with SEND is strong, with children who have more complex needs receiving individual support. The special educational needs and/or disabilities coordinator (SENDCo) works collaboratively with staff to ensure that children with SEND receive targeted support at the earliest opportunity. The SENDCo works closely with parents and other professionals to narrow any gaps in children's learning. Staff use additional funding well to best support children's individual needs. Therefore, all children, including those with SEND, make progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection issues and their role and responsibilities to help keep children safe. They can identify the signs or symptoms that may indicate a child is at risk of harm. They keep their safeguarding knowledge up to date and know the correct reporting procedure to follow, including whistle-blowing if they were concerned about the conduct of a colleague. The management committee follows safer recruitment processes to ensure the suitability of all staff and committee members. The manager continues to assess staff suitability, for example through supervisions, support and coaching. Staff complete risk assessments to ensure that the environment is secure and children have a safe place to play.

What does the setting need to do to improve?

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

- develop further the organisation of daily routines to enable children to continue

their play uninterrupted

- review and adapt activities to ensure that all children, particularly those who are quieter or less confident, fully engage and benefit from the available learning opportunities.

Setting details

Unique reference number	2502594
Local authority	Southampton
Inspection number	10243328
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	34
Number of children on roll	54
Name of registered person	Squirrels Corner Pre-School Management Committee
Registered person unique reference number	RP905021
Telephone number	07808436313
Date of previous inspection	3 May 2022

Information about this early years setting

Squirrels Corner Pre School 2 registered in 2018. It operates in the Townhill area of Southampton. The pre-school is open each weekday, from 8.30am to 3.30pm, term time only. The provider receives funding for free early education for children aged two, three and four years. There are 10 staff employed to work with the children; most of these hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk and a joint observation of a group activity with the inspector
- The inspector spoke with staff, parents and children at suitable 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.

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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