

Inspection of Squiggles Pre School

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

Inspection date: 10 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and are warmly greeted by friendly staff. They show growing independence as they hang up their belongings and place their names on the registration board. Children enjoy sitting as a group listening to stories. They show they are familiar with how stories are structured, as they join in and are confident to give their views. Children and staff discuss what they did for the recent coronation of the new King. Children demonstrate their strong speech and language skills as they describe in detail what they know about London.

Children thoroughly enjoy being outdoors, where they have many opportunities to be active and to explore. They sit patiently watching a timer while waiting for a ride on their favourite bike. Children respect when it is someone else's turn and happily move on to another activity. They are learning ways to keep themselves safe. For example, children explain how to use the zebra crossing and know the red sign means they have to stop and green is when they can go. Children play cooperatively. They listen to, and respect, staff. Children's behaviour is very good.

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

- The provider and staff team have worked tirelessly since the last inspection to develop their practice and teaching skills. They have undertaken numerous training courses and evaluated all aspects of the pre-school. This has had a significant impact on all aspects of practice and greatly improved children's learning outcomes.
- There is a clear, well-designed curriculum that allows all children to progress across the learning areas. All staff are involved in planning and all children's needs are taken into consideration. Children have free choice to decide where, and with what, they want to play. Staff deliver activities that cover all areas of learning, one to one and in small groups. Children move between activities with confidence. Staff consistently encourage and support them to maintain their focus and make the most of all learning opportunities.
- Staff know the children well and are swift to identify any gaps in their learning. They provide targeted support to help give children the best start to their education. As a result, all children, including those who receive funding and children with special educational needs and/or disabilities (SEND), make good progress from their starting points.
- Children are developing many skills that support their future learning at school. They are learning how to write their names and consistently use books for pleasure or to gain information from. Staff use turn-taking games to introduce children to mathematics. They carefully tailor their teaching to each child's learning needs. For example, they count with younger children and challenge older children by asking questions that encourage them to problem-solve.

- Parents speak warmly about the care and education their children receive. They state that they feel well informed about their children's development and know how to help with their learning at home. Parents say their children are very happy to attend and they feel they are safe and staff care for them well.
- Staff provide effective support to children with SEND. They work closely with other professionals to ensure that children receive the specialist help or support that they require. However, partnership working with other settings children attend is not as strong. There is little information shared between them to promote continuity in children's learning.
- The provider works hard to ensure good practice among the staff team. Staff receive coaching and monitoring through regular supervision meetings and training. They say they are well supported by the provider, who places a strong focus on their well-being. Regular self-evaluation and effective teamworking contribute to an overall, well-organised provision. However, at times, staff assume that others will complete necessary tasks, such as registering the children as soon as they arrive.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a robust knowledge and understanding of the signs and symptoms that may indicate children are at risk of harm. They know how to report these concerns in the pre-school and to relevant safeguarding agencies. Staff regularly undertake safeguarding training to update their knowledge and skills. They complete risk assessments to help identify any potential hazards and ensure that the environment is safe and secure. The provider ensures that staff are suitable to work with children. She has robust systems in place for recruitment and to check all staff's ongoing suitability.

What does the setting need to do to improve?

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

- enhance partnership working with other settings children attend, to promote more continuity in children's learning and development
- strengthen the procedures for recording children's attendance to ensure that all children are registered as soon as they arrive.

Setting details

Unique reference number	2555595
Local authority	Hertfordshire
Inspection number	10270506
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	22
Name of registered person	Squiggles Day Nursery(wormley) Ltd
Registered person unique reference number	RP901073
Telephone number	07885 426220
Date of previous inspection	14 December 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 two who have a qualification at level 6. The pre-school opens term time, from 9am to 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

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 inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector spoke to a sample of staff, children and parents and took account of their views.
- The provider and the inspector met to discuss the leadership and management of the pre-school. The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and safeguarding and complaints procedures.
- The inspector and provider looked around the pre-school and talked about how the curriculum is planned and implemented.

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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