

Inspection of The Squirrels Childcare Centre Ltd

49 Toronto Avenue, Bispham, Blackpool FY2 0PD

Inspection date: 13 August 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe and secure at the bright and busy nursery. Babies benefit from nurturing and warm relationships with their key staff. Children form strong attachments with staff, boosting their confidence and self-esteem. Staff are good role models and children understand their expectations. Children learn about daily routines and develop key life skills through daily activities such as mealtimes. Staff have high aspirations for all children, including those with special educational needs and/or disabilities (SEND). Staff's dedication to supporting children with specific needs means that all children make good progress in their learning and development.

Staff support children to make good progress through a well-planned curriculum. Staff support children's engagement in their play and learning through a wide variety of activities. Children are curious and demonstrate their understanding as they engage in interesting discussions. Children are confident and are keen to engage with visitors, showing their treasure maps, for instance. Staff plan the environment well, with children's needs and learning styles in mind. For instance, staff have enhanced outdoor areas and enabled more free-flow play between indoor and outside to support children who favour outdoor learning.

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

- The provider has a vision for the nursery and is committed to enhancing the environment and training staff to provide high-quality care and education for children. The nursery is well resourced, and staff plan for children's learning with their interests in mind, This helps to spark children's love for learning and supports them to make good progress across the curriculum.
- Children's physical development is well promoted. Babies crawl under and climb on low play equipment as staff support their new physical skills. Older children use their strength and coordination to operate water pumps on the water wall. Children enjoy being active in their play which helps them to form good habits for life.
- Staff understand how to sequence children's skill development. For example, staff help children to develop their large muscles and coordination before focusing on their small muscles in preparation for writing. This helps children to learn the right skills at the right time and promotes their learning very well.
- Staff promote children's mathematics skill well. Children learn mathematical concepts and language as they play. For instance, staff support children to fill buckets on either end of a wooden see-saw with wood chips. Children scoop the chips with their spades and estimate and then count how many scoops they need to balance the see-saw. Children develop confidence and proficiency in their early understanding of number and mathematical concepts.

- Staff generally support children's language skills well and older children are confident communicators. Staff use signs with some children with SEND to support their communication. Staff sing and read with children throughout the day. However, on occasion, staff lack confidence in their interactions with younger children and do not always fully support their developing language skills.
- Staff support children with SEND and those in receipt of additional funding particularly well. Staff work closely with outside agencies to access timely and appropriate support. Staff's thorough monitoring and assessment of children's progress supports early intervention to narrow any gaps in children's learning and development. Consequently, all children make good progress from their starting points.
- Staff help children to develop independence and the skills that they will need as they move on to school. For instance, children learn to put on their own coats and to be responsible for their own belongings. Children learn social skills such as how to interact and behave at mealtimes. Children learn and develop key life skills.
- Staff build supportive and friendly relationships with parents. Staff offer advice and signpost parents to support as necessary. Parents value the good communication from staff about their children's learning and the opportunities to contribute and to be involved. This supports the consistency of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on staff's confidence in their interactions with children to raise the quality of education even further.

Setting details

Unique reference number	EY498819
Local authority	Blackpool
Inspection number	10351032
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	78
Name of registered person	The Squirrels Childcare Centre Limited
Registered person unique reference number	RP900937
Telephone number	01253592813
Date of previous inspection	1 October 2018

Information about this early years setting

The Squirrels Childcare Centre Ltd registered in 2016 and is located in Bispham, Blackpool. The nursery employs 13 members of childcare staff. Of these, the manager holds an early years qualification at level 6, the deputy manager at level 5, six members of staff at level 3 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7:30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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 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 and the provider's curriculum.
- Children and staff spoke to the inspector during the inspection.
- 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 carried out joint observations of group activities with the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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