

# The Squirrels Pre-School



59 Delamere Park Way West, Cuddington, Northwich, Cheshire CW8 2UJ

<b>Inspection date</b>	13 June 2019
Previous inspection date	27 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The chairperson and new manager have worked hard to implement change and address the actions set at the previous inspection. They have reviewed and implemented policies and procedures to improve the way in which the provision is led and managed. They have also ensured that there is at least one staff member present each day who holds a current paediatric first-aid certificate.
- Staff have a clear understanding of children's interests and abilities. They carefully observe children at play and use what they know about them to tailor activities to close gaps in their development and help them to make good or better progress.
- Children who have a recognised aptitude for mathematics take part in games and activities that help them to test out their own ideas and develop their problem-solving skills even further.
- Children eagerly initiate their own play and learning in the child-focused environment. Staff support children's play while allowing them to take the lead. For example, children decided how to build a large cardboard aeroplane from boxes and other available materials, using skills such as cutting and painting.
- Staff have undertaken a range of child protection training and have developed knowledge in relation to domestic abuse and safeguarding children. However, some staff are not as confident in their knowledge of 'Prevent' duty guidance.
- Staff do not provide children with the best possible opportunities to embrace their own culture and heritage and learn more about each other's similarities and differences.
- Staff build good relationships with parents and share information with them about their children's ongoing progress. However, staff do not gather enough information about what children already know and can do when they first start at the pre-school.

## What the setting needs to do to improve further

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

- extend the programme of professional development of staff to ensure all aspects of safeguarding knowledge are secure; pay particular attention to the 'Prevent' duty guidance
- provide further opportunities for children to gain a greater understanding of diversity, such as the cultures, traditions and experiences of others, which may be different to their own
- gather more detailed information about what children can already do when they start to attend the pre-school and support staff to more precisely identify children's starting points in learning from the outset.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Dianne Andrews

## Inspection findings

### Effectiveness of leadership and management is good

The newly-formed staff team works well together. The team reflects on further changes that can be made to enhance the service they offer and to promote even better outcomes for children. Staff respond to suggestions made by parents, for example, to provide daily diary sheets to share information for parents who do not collect children themselves. Supervision and team meetings provide opportunities for staff to share their knowledge and ideas and improve their teaching skills. Safeguarding is effective. Staff understand their responsibility to follow the safeguarding procedures in the event of a concern about a child's safety. Effective recruitment, vetting and induction processes ensure that staff are suitable for their role.

### Quality of teaching, learning and assessment is good

Staff are enthusiastic teachers and children are keen to learn. More-able children are particularly receptive, and they respond eagerly to staff's questions that prompt them to think during a 'letter and sounds' activity. Children learn about opposites as they play musical instruments 'fast' or 'slow' and 'loudly' or 'quietly'. Children learn about nature and growing. Their family members have contributed to the outdoor learning environment to provide opportunities for children to dig and to plant flowers and vegetables. Young children are curious as they observe the rainwater dripping from the guttering. They find a metal bowl to collect the water and listen intently to the sounds that the water makes as it hits the metal. Children listen to stories that are read by staff, who use effective intonation to keep them captivated. Staff share ideas with parents to help them to continue children's learning at home.

### Personal development, behaviour and welfare are good

Staff provide a caring and welcoming environment for children. Children are happy, settled and enjoy learning through play. They demonstrate good levels of confidence and show that they feel safe and secure. Older children have formed special friendships and all children demonstrate a close bond with their key person. Children behave well. They are thoughtful and kind to one another and show great concern when their playmates are unhappy. Children develop self-care skills as they put on their wellington boots and outdoor clothing to play in the garden. They gain a sense of responsibility and tidy away the toys before moving on to another activity. They develop their physical skills as they use a range of tools and resources. They are interested in what their peers are doing and seek out others to share in their play and experiences.

### Outcomes for children are good

Children develop the skills they need for the next stage in their learning and their eventual move to school. Older children are confident communicators and engage others in their play and discussions. Younger children rapidly learn new words and use them in their developing speech. Children develop their early writing skills and give meaning to their marks. Some children form recognisable letters and words and use what they know to write simple sentences.

## Setting details

<b>Unique reference number</b>	305386
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10085058
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	The Squirrels Pre-School Committee
<b>Registered person unique reference number</b>	RP524503
<b>Date of previous inspection</b>	27 June 2018
<b>Telephone number</b>	01606888782

The Squirrels Pre-School registered in 1986 and is managed by a voluntary committee. It is located in Northwich, Cheshire. The pre-school is open Tuesdays and Thursdays from 9am to 4pm and Wednesdays from 9am to 3pm, during term time only. There are three members of staff, all of whom hold appropriate childcare qualifications at level 3 or above.

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