

# Squirrels Pre-School

Inspection report for early years provision

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**Unique reference number** EY290541  
**Inspection date** 13/10/2008  
**Inspector** Rebecca Hurst

**Setting address** The Annexe, Pickhursts Infants School, Pickhurst Lane,  
West Wickham, Kent, BR4 0HL  
**Telephone number** 07903 795 222  
**Email** Squirrels@Squirrels-partnership.com  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

The Squirrels Pre-School operates from a purpose built building at the rear of Pickhurst Infant School. The pre-school is within walking distance of a shop schools, parks and a main line train station. The group serves the local area.

Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language. The pre-school is open five days a week 09:00 to 15.10 term time only, and there are currently 58 children on roll.

All staff have early years qualification to NVQ level 2 or 3. The preschool leader is a qualified Early Years Teacher. The preschool is registered on the Early Years Register to care for no more than 26 children in the early years age group, of these, not more than 8 may be under 2 years at any one time.

They are also registered on the Early Years Register and the compulsory part of the Childcare Register to care for no more than 52 children in the classroom in the school.

## **Overall effectiveness of the early years provision**

Children's welfare and learning needs are very effectively promoted due to the excellent knowledge the staff have of their individual needs. The partnership with parents is the preschool's greatest strength as parents receive daily feedback and are consulted regarding the running of the preschool. This contributes significantly to the needs of all children being met very well. This is a service which is very responsive to the needs of the parents and children, as regular self evaluation ensures priorities for future development are promptly identified and acted upon. The preschool works extremely well with outside agencies to further support the needs of the children and promote inclusion for all who attend.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- provide further opportunities for children to operate independently such as at snack time

## **The leadership and management of the early years provision**

Children are safeguarded very well, as all staff have an excellent understanding of child protection and how to protect children from harm and neglect. In depth risk assessments are carried out monthly to ensure the setting and the environment are extremely safe for the children. Staff also carry out thorough daily safety

checks of the building and premises. This ensures all areas are extremely safe for the children to use. All of the preschool's policies and procedures are updated regularly, which ensures they reflect changes to legislation. The manager ensures all policies and procedures are shared with the staff and parents, consequently everyone is fully aware of how the preschool is run and the care of the children is greatly enhanced by this. There are rigorous systems in place to ensure that all staff, whether they are permanent or volunteers, are suitable to work with children. This greatly enhances the children's safety.

The provider and manager carry out regular self evaluation of the preschool and the services it provides to the parents. Parents have an active role in how the preschool is run. They receive questionnaires regarding the service provided, and they are asked in what ways these can be improved. The manager efficiently uses this feedback to improve what is provided for the children. As a result, children benefit greatly from the relationship built between the parents and the staff. The preschool is part of the Quality and Understanding in Teaching and Learning (QUILT) scheme in Bromley. As part of this scheme, the preschool has to regularly self assess the provision it provides. As a result the provider and manager are fully aware of its strengths and weaknesses in and strive to continually improve the care and education for the children.

The preschool works in excellent partnership with outside agencies. The Special Educational Needs Co-ordinator (SENCO) ensures all staff are fully aware of children's Individual Education Plans and works with parents to ensure the needs of the children are being fully met by the targets set. These targets are fed into the weekly planning of the preschool. This ensures the individual needs of the children are being met at all times. This interaction is highly effective for the care of the children.

## **The quality and standards of the early years provision**

Children are making excellent progress with their learning and development. All children have individual targets set at the beginning of each term by the staff. These targets are then worked upon by the staff in small groups. These individual targets ensure children are being challenged appropriately for their stage of development. Once the children have achieved these targets, staff set new ones, using the detailed observations they have made. This ensures children make rapid progress towards the early learning goals.

Staff are highly skilled in being able to adapt activities to suit the developmental needs of the children. For example, staff adapt their language to the children that are participating in the activity to ensure they are being stretched to the best of their ability. All staff are fully aware of the Individual Education Plans of children with a learning difficulties and/or disabilities, these are fed into the planning to ensure their needs are fully met. All staff use Makaton during the day and one member of staff uses British Sign Language to communicate what is happening during the day to the children. This interaction between staff and children promotes excellent outcomes for all the children. Staff work extremely well with all parents to ensure the children's needs are being met.

Children enjoy an excellent range of resources that promotes their welfare and development. Planned topics are fun and educational for all children. Children enjoy participating in creative activities which the staff ensure are exciting. For example, children are able to make houses out of different materials to represent the homes in the story 'The Three Little Pigs'. Staff ensure they have Lego bricks for the brick house, straw for the straw house and sticks for the stick house. The staff also provide the children with three plastic pigs to aid their story telling and role playing. This allows children to build and construct using real materials and to reflect and retell what is happening in the story.

Children's acquisition of independence skills is greatly enhanced as all resources are available for them to self select. Children have daily access to resources that promote equality and diversity. Children learn about a good range of festivals and celebrations from religions from around the world. This ensures children are learning about the world around them. Children are extremely well behaved and staff are excellent role models as they ensure children are taught the differences between right and wrong.

Children receive healthy and balanced snacks during their time at the setting. Staff ensure all food and drink complies to the children's special dietary requirements. Most of the activities offered to the children give them excellent opportunities to promote their independence skills and these are very effective in their daily routine. Children are routinely taught the importance of personal hygiene by the staff which results, for example, in children needing little reminding that they need to wash their hands before they handle food.

Children have a free flow system into the garden area, which along with the activities taking place inside reflects the six areas of learning. Staff ensure children enjoy the outside area regardless of the weather, and they ensure children have the appropriate clothing to be able to do this. All children play very well alongside each other and they are supportive of children with learning difficulties and/or disabilities. Children attend a warm and welcoming setting which allows children to be happy and secure.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.