

# Children 4 Most at Squirrels Wood

Cemetery Road, AUDENSHAW, Manchester, M34 5AH

<b>Inspection date</b>	09/12/2014
Previous inspection date	29/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children's safety and well-being are highly prioritised, as staff and managers demonstrate excellent knowledge of how to safeguard children.
- The quality of teaching is outstanding. Staff have an in-depth knowledge of how children learn and use their secure knowledge to provide children with an extensive range of interesting and challenging experiences, which help them to make excellent progress across all seven areas of learning.
- Partnerships with parents and others are extremely strong. Consequently, key persons are able to complement the learning that happens in other areas of children's lives with learning that takes place within the nursery.
- Each and every key person demonstrates sensitivity and warmth towards children. This promotes a sense of security and belonging. As a result, children's behaviour is excellent and they show a high regard for others.
- The nursery is extremely well resourced and well planned, resulting in children that are motivated and confident to learn, who demonstrate excellent independence skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector took account of the views of parents spoken to during the inspection.
- The inspector had a tour of the nursery.  
The inspector held a meeting with the manager and owner and looked a range of
- policies, procedures and documentation, including the safeguarding procedures, evidence of staff's suitability and self-evaluation.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.

## Inspector

Helen Gaze

## Full report

### Information about the setting

Children 4 Most at Squirrels Wood registered in 2003 on the Early Years Register and is one of three nurseries owned and managed by a Limited Company. The nursery operates from a single storey building in the Audenshaw area of Tameside. Each of the children's rooms has direct access to a secure outdoor play area. The nursery is open each weekday from 7.30am until 6pm, all year round. There are currently 124 children on roll. The nursery supports children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. There is a staff team of 36 and of these, 20 hold recognised qualifications at level 3 or above and 12 members of staff are training towards an appropriate qualification. Two members of staff hold Early Years Professional status and two members of staff hold relevant early years degrees.

### What the setting needs to do to improve further

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

- continue to build upon the real life experiences offered to children to develop a deeper understanding of the wider world around them, for example, through visits and links with children in other countries.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have in-depth knowledge of the learning and development requirements of the Early Years Foundation State and of how children learn. Staff show commitment to gathering all the information they can from parents before children start, to help build up a picture of the child's life outside of nursery. For example, during meetings with parents, staff ask about children's extended families, interests, current learning needs and favourite things their child likes to do. Staff skilfully use this knowledge to plan purposeful, interesting and challenging experiences for all children. This helps children to feel comfortable and confident to continue their learning at the nursery, facilitated by caring and passionate staff. Consequently, children are actively engaged and motivated to learn from the moment they start. The systems in place to observe and assess children's progress are excellent. This ensures children's development is consistently monitored and tracked to make certain any gaps in learning are quickly identified. Staff regularly carry out individual education plans for individual children, which staff design along side specific professionals and parents to support children with special educational needs and/or disabilities. This ensures children's learning needs are swiftly identified and constantly met. As a result, all children, including those with special educational needs and/or disabilities are making excellent progress across all seven areas of learning and development and are gaining the skills they need for future learning at school.

The quality of the staff's teaching is outstanding. Staff follow a recognised language programme and are highly effective at promoting and extending children's communication and language development. Staff are very focused on using a mixture of spoken language and sign language. Staff teach simple sign language to young children as an early communication tool, to encourage children to have a deeper understanding of the words spoken to them before they gain the ability to speak for themselves. For example, while young children play, staff say the names of the different things children play with and repeatedly use signs to accompany the words. This repetition, both hearing and seeing, helps to expand children's vocabulary and language skills. As a result, children show excellent confidence as they communicate with staff and their friends. Pre-school children take part in small, regular group activities, sitting for short periods to engage in specific activities. For example, children particularly enjoy listening to stories and enthusiastically follow the words on the page as staff bring their favourite stories to life, with props and imaginative role play. Children become enthralled as they excitedly act out the meaning of words, such as, 'squelch', 'squirt', 'slosh' and 'splash'. As a result, children benefit socially from being part of a group, develop good listening skills and an enthusiasm for learning. Children are acquiring the skills they need to be ready for the move to school when the time comes.

Children enjoy being creative and are keen to investigate the world around them. Babies explore a wide choice of natural resources and items that can be explored in a variety of imaginative ways, while pre-school children closely examine ice and pretend snow. Staff make timely interventions and are highly focused on developing children's thinking, thoughts and ideas, as children experiment. For example, staff ask children thought-provoking questions to help children to solve problems, while other staff encourage babies to discover how things move and work. This thoughtful engagement ensures that children develop their thinking skills and helps children to make links to previous learning experiences. For example, staff are committed to building on and influencing the learning and experiences that takes place at home. They do this by sharing information with parents through home diaries and newsletters. Additionally, staff have set up a sharing and lending library, equipped with books, information and guidance and visual aids. Parents take the resources home to share with their children and this helps to build on what children already know and can do to enhance their learning even further. Parents regularly attend parents evening to find out about the progress their child is making and the plans that are in place to support their next stage in learning. As a result, parents are knowledgeable about how to build upon the learning that takes place at nursery.

### **The contribution of the early years provision to the well-being of children**

Children are happy, relaxed and settled at this warm and inviting nursery. Staff give high regard to the key-person system and are extremely focused on meeting children's needs from the moment they start. During the initial settling-in period children get to know staff and form attachments with their key persons, who are warm and sensitive towards children. Staff put children's needs and interests first and parents say that staff are

'extremely approachable' and make them feel that theirs is the only child they are caring for. The excellent support continues as children move to the next room within the nursery. The new key person receives an up-to-date summary of the child's interests and stage of learning from the previous key person, to support continuity of care and emotional well-being, when children move rooms. Additionally, new key persons meet with parents to ensure they form relationships from the very start to make certain they review all information about the child. Equally, staff help prepare children for their move to school very well. For instance, staff invite teachers into the nursery to share children's progress and arrange visits to the school that children are moving on to. This helps to prepare children emotionally for their eventual move to school. Staff talk to parents daily to share the care and learning experiences of children. Consequently, children benefit from consistency in their care, learning and development to support their well-being.

Staff take positive steps to managing all children's behaviour. For example, when children show kindness or helpfulness staff praise their efforts with stickers and by writing in their home diary to inform parents. Staff focus on providing children with choices, to allow them to learn to manage their own behaviour. Staff very clearly set the expectations for behaviour and explain the consequences of children's choices and actions thoroughly. As a result, all children understand the expectations and their behaviour is excellent. This results in an extremely positive and calm environment, where children thrive and develop the skills for future learning. Staff are extremely supportive of all children, including children who have special educational needs and/or disabilities. For example, all staff use sign language and visual aids to support children with understanding the routine. Consequently, all children feel safe and ready to take on new challenges. Staff plan activities relating to children's interests and because of this, it builds children's self-esteem and inspires them to learn. For example, staff arrange for an external company to visit children with animals and insects, which children enjoy. Children learn about how to keep themselves safe from harm as they learn about the different animals. For instance, staff incorporate hand washing into the activity and discuss good hygiene practices, as they wash away the germs after handling the animals.

The nursery environment is extremely well resourced and well planned. Children show excellent independence skills as they choose activities that motivate them to explore both indoors and outdoors. For example, children enjoy playing outdoors in the fresh air. They use torches in the garden to look at how the light creates shadows, while others explore shredded paper and enjoy running around. This helps to support children's confidence to explore and develops good attitudes to being outdoors, which contribute to keeping children healthy. Children learn to take risks appropriate to their age. For example, in the vastly spacious outdoor play area, children negotiate the woodland space, hide beneath the low branches of the trees and balance on the stepping-stones. Toddlers negotiate steps up to the slide and staff support young babies to take risks as they take their first tentative steps using ride-along toys. As a result, all children are learning to take measured risks in a safe and secure environment. Staff effectively teach children about healthy eating and make a variety of relevant resources available to children. For example, staff provide pretend fruit and vegetable in the home corners for children to explore and pretend to make healthy and balanced meals. Mealtimes are a social occasions and staff use this as an opportunity to talk to children about the foods that are good for us. This

practice helps children learn how to make healthy food choices.

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

Managers, owners and staff have an astute understating of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All children are effectively safeguarded against harm because staff are highly focused on protecting children. Staff demonstrate excellent knowledge of how to recognise the possible signs of abuse and neglect and know how to make a referral, if this was ever required. There are four designated safeguarding officers who cascade training, offer support and monitor children's safety and well-being. All staff working directly with children are appropriately vetted and evidence of this suitability is in place. Highly effective recruitment procedures are used by managers to ensure that all staff are well chosen for their role and all have the necessary skills to fulfil their responsibilities. Staff undergo a thorough induction during their probationary period and are closely monitored by the management team. Staff's ongoing professional development is extremely well supported and a well-qualified manager leads the way for staff and trainees, as she successfully influences practice. Staff continuously access relevant training and this has had a positive impact on teaching and learning across the prime and specific areas of learning. Staff share best practise and cascade information during staff meetings, which helps to improve outcomes for children even further.

Staff work extremely well together as a team. They are supported thoroughly by a dedicated management team. For example, staff's ongoing professional development is extremely well sustained and a well-qualified manager leads the way for staff and trainees as she successfully influences practice. All staff, including trainees, are exceptionally well supported and coached through supervisions and monitoring of their practice. Trainees have a well-qualified mentor supporting them and regularly receive visits from a tutor, who supports them in their continuing professional development. Supervisions of staff are well embedded and focused on maintaining outstanding practice. For example, one aspect of the supervisions is to work very closely with staff to track and monitor how individual or groups of children make progress, including overseeing the progress check for children between the ages of two and three years. As a result, any gaps in children's learning close quickly and staff seek support from specific professionals. There are excellent systems in place to evaluate the nursery provision. Staff, parents and other professionals contribute to the continuing development of the nursery by offering their views on maintaining and enhancing practice even further. As a result, the management and staff team are highly successful at sustaining improvements and fully embedding new initiatives. This passion and commitment means that staff focus on creating even more opportunities to enhance the learning for children. For example, the staff have recently started up a pen-pal programme to give children the opportunity to write to other children across the world, and have had visitors who have brought animals into nursery. As a result, children are beginning to learn through real-life experiences as well as developing a deeper understanding of the wider world around them.

Inclusive practise is highly promoted by all staff. They work effectively with other professionals to successfully meet all children's needs. Staff seek advice from specific professionals where children have been identified as having special educational needs and/or disabilities. This ensures that all professionals influence and tailor the support required for children to make the very best progress in their learning and development. Key persons attend regular meetings with speech and language therapists, specialist teachers of the deaf and interpreters to gain insight into how to provide the very best support for children and their families. As a result, all children develop well and gain the necessary skills for future learning. Children are prepared extremely well for school. Staff forge links with the local school and work with the teachers to plan individual support for children. Staff create photograph books, which include photographs of the teachers and the different parts of the school environment, including the toilet, garden and classroom. They use this as a tool in the nursery to help them to teach children the skills they require for school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY225501
<b>Local authority</b>	Tameside
<b>Inspection number</b>	848232
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	95
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Children 4 Most Private Day Nursery Limited
<b>Date of previous inspection</b>	29/06/2009
<b>Telephone number</b>	0161 336 3221

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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