

Squirrels Pre-School

Priory Park Pavillion, Priory Street, Farnborough, Hampshire, GU14 7HX



Inspection date	24 January 2018
Previous inspection date	23 June 2014

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The owner, who is also the manager, does not ensure that there is a sufficient number of qualified staff on the premises, particularly early in the morning, to meet the requirements for staff ratios and qualifications and to meet children's needs effectively.
- The owner does not ensure that staff receive effective supervision and support so that they understand how to improve their teaching and to make sure that they undertake their responsibilities adequately.
- Staff do not always offer activities that motivate children to do well in their learning. The quality of teaching is variable and often lacks suitable challenge for children. Some children do not make good enough progress, especially in key areas such as developing their confidence and personal skills, in readiness for school.

It has the following strengths

- Staff share information regularly with parents and other carers and encourage them to provide details about what children enjoy doing at home. They use this suitably to promote consistency in learning. Parents share positive views about the pre-school.
- The owner has a suitable understanding of the strengths and weaknesses in the pre-school. She effectively addresses any complaints or concerns raised. She shows a positive attitude to making the necessary improvements in order to improve standards to a good level.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ adhere to relevant ratio and qualification requirements at all times and ensure that children are appropriately supervised and supported to meet their needs 	28/02/2018
<ul style="list-style-type: none"> ■ provide focused supervision, support and coaching for staff to identify and address training needs and raise the quality of their teaching to a consistently good level 	28/02/2018
<ul style="list-style-type: none"> ■ monitor the educational programmes effectively to identify and target weaker aspects of teaching and learning, including the quality of staff's interactions, to improve outcomes for all children. 	28/02/2018

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

- provide higher levels of challenge during activities to motivate children and extend their thinking and problem-solving skills.

Inspection activities

- The inspector observed children's play indoors and outdoors.
- The inspector looked at samples of children's assessment folders and discussed children's learning with children, staff and the manager.
- The inspector spoke with the staff, parents and children at appropriate times during the inspection. The inspector held a meeting with the manager and deputy manager.
- The inspector jointly observed teaching with the manager throughout the morning session and discussed the impact of this on children's learning.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are aware of the signs that indicate a child is at risk. They take appropriate action if they have any concerns about a child's welfare. Staff conduct thorough risk assessments of the premises to ensure the safety of the children. They check the identity of visitors and ensure that unauthorised people do not access the areas where children play. The owner generally supports staff's development through, for example, staff meetings and discussions. However, staff do not benefit from support that focuses on improving their teaching skills in order to improve outcomes for children. The owner suitably monitors children's progress to look for gaps in their learning. Parents are encouraged to become actively involved in children's learning, such as through regular attendance at parents' evenings and through fundraising activities in the community that benefit the children. On the day of the inspection, staff-to-child ratios were not met for a short period, although children were supervised well.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently make the best of their interactions with children to help them to think for themselves, make decisions, follow their own ideas and extend their learning. For example, while exploring a craft activity, staff leave children to occupy themselves with a limited range of resources and no support to challenge them in their learning. However, staff are more successful at engaging children in activities outdoors, including those, such as groups of boys, who prefer to learn outside. Children enjoy hunting for worms in rainy weather and using tools, such as rulers, to compare how long they are.

Personal development, behaviour and welfare require improvement

Due to weakness in teaching, children do not sustain their concentration, appear motivated by activities or show great confidence in attempting to do things for themselves. A number of children find it hard to share their ideas and have yet to develop their confidence to approach other children and become friends. However, staff manage children's behaviour suitably. They generally act as good role models and spend time with the children when they feel upset. They help children learn to share toys and manage their feelings. Even so, some staff do not focus enough on supporting children's confidence overall and, on occasions, their manner is brisk rather than supportive. Children enjoy activities that support their physical skills. For example, they squeeze and mould dough during a 'dough gym' activity. Staff are effective at encouraging children's regular and timely attendance.

Outcomes for children require improvement

Children do not make the best possible progress. However, they listen and follow staff's instructions as they take part in group activities. Children learn to count and recognise shapes and colours. Some children make marks and recognise their names in print. They learn some useful skills in readiness for school.

Setting details

Unique reference number	511276
Local authority	Hampshire
Inspection number	1122166
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	45
Name of registered person	Squirrels Educare Limited
Registered person unique reference number	RP531077
Date of previous inspection	23 June 2014
Telephone number	01252 378402

Squirrels Pre-School registered in 2000. It offers care to pre-school children, after-school care and a holiday playscheme in Farnborough, Hampshire. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Pre-school sessions run from 8.30am to 3.30pm from Monday to Friday and children can attend flexible sessions, including a lunch club. Squirrels after-school club operates between 3.30pm and 6pm from Monday to Friday, term time only. The 'fun time' holiday play scheme operates during school holidays from 8.30am to 6pm. There are seven staff who work with the children, five of whom are qualified to level 3 and above, including the owner who holds a qualification at level 6.

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