

Inspection of Squirrels Pre-School Rugby Ltd

Paddox Primary School, Fareham Avenue, RUGBY, Warwickshire CV22 5HS

Inspection date: 12 June 2025

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare cannot be assured. Although leaders have attended safeguarding training, they have failed to follow reporting procedures to keep children safe from potential harm.

Staff have a clear understanding of what children need to learn next. Children engage for long periods of time as staff carefully plan to meet their interests and needs, both indoors and outdoors. For example, indoors, children use a range of materials to create flowers. Outdoors, they use chalk to draw a road. Staff incorporate mathematical language and teach children about road safety. Staff praise children when they have a go, and children show pride in what they can achieve. This helps children to progress well in their development.

Staff praise and encourage positive behaviour and set clear expectations by gently implementing rules and boundaries. Children are kind and respectful to their friends and the adults caring for them. Staff recognise the importance of these early relationships, helping children feel secure.

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

- Staff demonstrate an understanding of how to safeguard children, including what they would do if they have a concern. However, leaders do not effectively fulfil their role to safeguard children. They have failed to identify and report concerns about possible child protection issues to the local authority when they arise. This does not promote children's safety or well-being.
- Leaders implement a sequenced curriculum understood by all staff to build on children's skills. Staff gather valuable information from parents before children start. This helps them to get to know children well. Staff swiftly identify children in need of additional help and put strategies in place to support them. They regularly assess children's progress and share these updates with parents. Leaders invite parents into the pre-school to explore the activities they offer children. This helps parents know how they can support children's further learning at home.
- Staff consistently share children's next steps with each other, which ensures activities have a learning purpose. For example, during a creative activity, some children develop their problem-solving skills as they create a lizard, and older children are beginning to write their names. However, during large group times, staff do not consistently adapt their teaching to meet the individual needs of all children, including the youngest children. This can result in them becoming unsettled and disrupting others who are engaged.
- Staff plan for children to become increasingly independent as they grow. For example, they encourage children to find their own hat when playing outdoors in

the sun, and children pour their own drinks at mealtimes. This helps children to be able to look after their own care needs.

- Staff interact skilfully with children to build and extend on their language and learning. They use visual prompts well to support children to know the routine of the day and to follow instructions. For example, children are confident as they help each other to put away their toys at tidy-up time. Staff praise their efforts, which helps children develop good levels of self-esteem.
- The pre-school promotes healthy lifestyles. Leaders give parents lunch box ideas and guide them on how to provide food safely. Staff use books, such as 'The Very Hungry Caterpillar', to talk with children about healthy and unhealthy foods. Hand hygiene practice is embedded in the routines of the day. This supports children to learn about healthy lifestyles.
- Staff share that they feel well supported to develop professionally. For example, they attend training to develop their signing skills to support children with special educational needs and/or disabilities. Leaders have daily check-ins with staff to support their well-being and ensure they understand their responsibilities.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
report safeguarding concerns in a timely manner to the relevant local authority safeguarding team	24/06/2025
ensure leaders gain a secure understanding of safeguarding policies and procedures, including being able to identify signs of possible abuse and neglect.	24/06/2025

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

- review group times to ensure the individual learning needs of all children are

met.

Setting details

Unique reference number	EY458644
Local authority	Warwickshire
Inspection number	10406104
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	39
Name of registered person	Squirrels Pre-School Rugby Ltd
Registered person unique reference number	RP532333
Telephone number	01788 576 167
Date of previous inspection	27 January 2020

Information about this early years setting

Squirrels Pre-School Rugby Ltd registered in 2013. The pre-school is situated in the grounds of Paddox Primary School, Rugby. It opens on Monday to Friday, from 9am till 3pm, term time only. The pre-school employs five members of childcare staff, three of whom hold appropriate early years qualifications. The pre-school provides government funding for all eligible children.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during group time.
- The inspector spoke to a parent during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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