



## **Scallywags Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	650124
<b>Inspection date</b>	09 June 2006
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<b>Registered person</b>	Scallywags
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Sallywags Day Nursery is privately owned. It opened in 1989 and operates from a purpose built two storey building and has a single storey pre-school unit in the grounds. It is situated in Bocking which is near Braintree, in Essex. A maximum of 87 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 for 52 weeks of the year. The separate pre-school unit opens 5 mornings a week 09:30 to 12:00 term-time only. The setting also provide an after

school club 5 afternoons a week during term times and a fun club which runs all day during school holidays. The children share access to a secure enclosed outdoor play area. The very young have a separate small outdoor area.

There are currently 83 children aged from birth to under 8 years on roll. Of these, 52 children receive funding for early education. The nursery supports a number of children with learning difficulties and disabilities and those who speak English as an additional language.

The nursery employs 27 members of staff. Of these, 16 hold appropriate early years qualifications and 2 are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment that minimises cross infection. For example, they wash their hands after toileting and before meals. Children are encouraged to learn the reason why hands must be washed through sensitive explanations from the staff who talk about germs on their hands. Babies use individual bed linen which is regularly washed and the cots are cleaned periodically with spray disinfectant. They practice healthy procedures after lunch such as cleaning their teeth. Children's food is stored and prepared hygienically in the nursery kitchen as staff follow health and safety procedures and have attended a basic food hygiene course.

Children's medical emergencies are catered for well and cross infection minimised when children have infectious diseases. Children's parents are made very aware of the procedure the nursery follow in the event a child is ill, whilst at the setting, as it is included in the agreement they sign.

Children are given nutritious snacks and meals to promote their development. They enjoy a 'home' cooked lunch such as minced meat, vegetables and pasta. The older children, after school are given a tea which consists of sandwiches, fruit and cake to replace energy expended at school and to provide a boost for the next couple of hours before dinner time at home. Babies are fed on demand and their formula milk is made up in the milk kitchen which is near the playroom. Each individual child's bottle is colour coded to ensure they only receive what has been negotiated with the parents previously. Children's individual dietary needs are met well because staff have discussed specific requirements, such as allergies, with parents prior to the children being looked after and this information is then clearly displayed in each room.

Children are developing their balance and coordination as they enjoy physical activity in the garden areas where they expertly manoeuvre around on foot or using wheeled toys. Babies are supported by the staff to practice mobility skills such as crawling and walking using the equipment around the room or in the small garden area to the side of the room.

Children's emotional well-being is supported effectively through the key worker system. They use the staff as a secure base when strangers enter the room. Children are very confident to be left at the nursery and demonstrate enjoyment in their interactions with the staff as they smile and often laugh when being acknowledged. Children's home routines for feeding and sleeping are followed to ensure consistency and to develop their sense of security and confidence.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming and very secure environment which fosters their self-esteem. Children cannot leave the building unsupervised as exit doors to the rooms cannot be opened by small children and visitors are monitored upon entry. They benefit from a clean and satisfactorily maintained building which is safe as most hazards are minimised after identification through the regularly conducted risk assessment. However, the outdoor area used by babies has an uneven surface which compromises their safety. Children are offered safe and necessary toileting facilities to develop their personal independence well whilst maintaining their dignity.

Children who are transported from school have their safety maintained well as they use the mini bus and people carriers that are fitted with individual seat belts. An escort, a member of staff, is provided for each vehicle being used. Children who go on trips out are kept safe at the venue as a risk assessment is carried out at the site prior to the visit.

Children safely access a good range of play equipment which is mostly presented attractively to stimulate their interest and promote their development. They can easily self-select play resources from low-level boxes and shelving, which ensures their safety, when wanting to play with something that appeals to them. Children use a range of good quality equipment to support their care needs. For example, there are ample cots should all babies want to sleep at the same time.

Children's welfare is maintained well through the staff's awareness of the clear policies and procedures in place for the nursery and the signs and symptoms of abuse. There is a nominated child protection officer who is responsible for referring any concerns to the Local Safeguarding Children's Board.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are encouraged to feel settled and confident by the warm and welcoming environment. They have a good sense of belonging which has developed through environmental factors. For example, named coat pegs, attractive displays of their work through out the play rooms, corridors and entrance hall, and a well paced daily routine which meets individual children's needs. Children are able to independently choose activities from the low-level shelving storage boxes. They enjoy listening to stories and engaging in messy play showing good levels of concentration especially

when exploring the sand with their fingers. Children use mark making resources such as paint brushes, chinks and crayons to develop their understanding of how these work. However, throughout the nursery children participate in a lot of adult led art activities which limits their ability to create, explore and experiment using their own initiative.

Young children are becoming skilful communicators as they enjoy a reciprocal relationship with their key workers and other members of staff. They are encouraged to communicate with the staff and other children during their play and like trying to join in songs and rhymes imitating the actions as best they can. Babies and toddlers effectively use a mixture of gestures and vocalisations to ensure their needs are well-met. They are becoming competent learners as they interact with the staff and explore the resources available. Children are learning to make choices and then be supported by the staff who encourage them to demonstrate what they know for example, by making animal noises. They can be creative with the construction materials and build towers with sensitive interactions from staff who tip the construction towards the child so they can reach the top to get another shape on. Children's small success are celebrated to encourage them to want to repeat the actions and develop their self-esteem.

Older children enjoy art and craft activities and demonstrate their creativity as they cut out 'snowflakes' from pieces of paper. They are learning about right and wrong as they make wall displays about safety issues such as playing with matches and crossing the roads.

#### Nursery education

Children are making good progress towards most of the early learning goals especially in personal, social and emotional development. The quality of teaching and learning is good. Children benefit from a variety of teaching methods which are use such as a good balance of child initiated and adult directed activities provided. Children's interest is sustained for long periods of time as they become absorbed in washing the dolls using a 'mountain' of crazy soap or constructing models using the magnetic blocks of different shapes and sizes. Children are encouraged to self-select the range of resources to develop their independence however; a few are not attractively maintained to encourage their interest. They access the outdoor environment on a programmed basis throughout the day to support their physical development but have limited opportunities to engage in other activities to support the Foundation Stage curriculum.

Children's assessment records are regularly updated and clearly set out using the stepping stones leading to the early learning goals. Staff are aware of each child's stage of development but do not use this information effectively to inform the short-term planning to enable each child to progress in their learning.

Children are interested, excited and motivated to speak in a familiar group and concentrate and sit quietly, when appropriate. They interact and negotiate with others, speaking clearly. Children show awareness of the listener in the large group session which includes a story and the calling of the register. Children carefully and appropriately handle books and pretend to read stories to each other demonstrating

they know print carries meaning. They say and know many letter sounds and names as they participate in activities such as the large floor alphabet jigsaw. Children can write their names and have a few opportunities to attempt writing for a purpose.

Children respond to their experiences with a range of feelings such as pulling faces to demonstrate an angry look or a happy feeling. They are developing awareness of their own needs and views and those of others as they participate in cultural activities and discuss different parts of their life experiences such as how they slept last night, caring for the goldfish and watering the plants in the garden. They are making friendships in the setting and seek out a preferred playmate and play alongside each other for extended periods of time interacting and negating roles. For example, as they pretend to change the oil in the car.

Children count reliably to five and use number to solve practical problems like how many should be at the sand tray at any one time. They are developing a sense of time as they use an egg timer to regulate their own behaviour when sharing and taking turns. Children are learning simple calculation skills as they use props when singing number rhymes and songs such as giving up a current bun as the song progresses until there are none left.

Children have a good awareness of space as they freely manoeuvre around the setting. They expertly use bicycles and wheeled toys and crawl into tents and climb the frame in the garden. Children explore and experiment with the resources available. They participate in activities that reflect the rhythm of life such as planting seeds and observe frogspawn changing into tadpoles and then frogs. They are learning about their local community as they visit the farm nearby. Children use construction resources to creatively build, for example, enclosures with the lego and vehicles with the magnetic bricks. They expertly use information technology and manoeuvre the mouse carefully to instruct the computer.

Children use resources creatively in the sand when filling up containers and cardboard tubes. They enjoy and excitedly use the chalk boards to represent their ideas of fish and other objects. However, many activities associated with drawing are adult initiated and stifle the children's own creativity such as pre drawn objects to colour in and work sheets to develop their pencil control. Children are exploring colour, shape, texture, form and space in two and three dimensions as they handle the play resources. They use their imagination well when playing with construction resources and explore musical tones and pitch when playing with instruments like the whistle and drum.

### **Helping children make a positive contribution**

The provision is good.

Children experience a meaningful range of pictures throughout the nursery to promote their awareness of the wider world. They participate in activities associated with festivals such as Pancake Day (Shrove Tuesday), Easter and Mother's Day. Children are learning about their local environment as they visit the farm down the road and go on trips to places of interest such as the Colne Valley Railway. They have a good sense of belonging and feel valued as they see their work attractively

displayed. Children confidently enter the nursery and are happy to follow the daily routines.

Children who have special educational needs benefit from staff who have attended the appropriate training. Their individual needs are addressed through following the Code of Practice and working alongside other professionals. Children who are bilingual have both their languages supported as staff ask the parents to provide them with key words to use.

Children are encouraged to be independent in self-care when using the toilets and cleaning their teeth after lunch. All children are given independent opportunities to choose activities and toys to play with and are then sensitively supported by the staff to persevere and enjoy themselves. For example, as toddlers water paint on the fence the staff praise their efforts they suggest they dip the brush in the water again. Older children take care of their environment as they help tidy up activities. Younger ones are effectively learning about the care needs of their room mates as they play quietly alongside those who are sleeping. Children are learning about acceptable behaviour as they follow the routines of the day. They benefit from staff who use distraction, praise and encouragement to help them understand what is acceptable. All children share and take turns amicably. The older ones are learning to self-regulate their behaviours using egg timers and knowing how many children can participate in an activity at any one time. The provision fosters children's spiritual, moral, social, and cultural development.

The partnership with parents and carers is satisfactory. The younger children's developmental records are effectively shared with the parents who are able to contribute to them in a meaningful way. However, the parents of children in receipt of free nursery education have little opportunity to see or contribute to their children's records. Children take home library books to share with parents at home which encourages the parent to participate in their children's early education. Parents are able to read about the Foundation Stage curriculum through the attractive displays in the corridor in the main building or the picture display in the pre-school room. Younger children's parents receive good information each day about their child's routines and activities they have participated in by the use of a diary which they are also encouraged to contribute to.

## **Organisation**

The organisation is good.

Children's health, safety, welfare and well-being are promoted by the implementation of clear and well written policies and procedures that are part of the comprehensive operational plan. They benefit from a robust system to ensure staff who work with children are suitable to do so. The employment procedures and induction of new staff are implemented effectively to promote children's welfare and safety. Children are looked after by a workforce who are encouraged and supported to attend training and increase their knowledge of childcare and early education which enhances the care and learning environment. For example, staff have completed the 'Birth to three matters' training and implemented new developmental records for the younger

children. These are now linked to the four aspects of the framework; a strong child, a healthy child, a skilful communicator and a competent learner.

The leadership and management is good. The commitment of staff to improve the provision for children's early education is good. They are aware of some weaknesses in the education programme and the organisation of the outdoors and have good ideas of how these can be improved over time. The setting is quick to follow suggestions made to ensure children's safety and enhance the learning environment.

The standard of records is good. The nursery implement clear procedures for recording visitors and children's attendances which are mostly completed comprehensively to ensure there is a record of who is present at any one time. Children's personal details and individual information to ensure their needs are well-met, are stored confidentially in the office which is locked when not manned. Overall, the range of the children's needs are met.

### **Improvements since the last inspection**

At the last inspection the provider was asked to complete recommendations to update policies by documenting appropriate telephone numbers. The policies requiring contact telephone numbers to be written in have been updated appropriately ensuring children's welfare is paramount at all times.

At the last inspection the provider was given three key issues relating to curriculum planning, recording children's development and providing children with opportunities to developing their understanding of letter sounds and emergent writing. The curriculum plans are now linked to the Foundation Stage curriculum, similarly the developmental records, which enables staff to document children's learning and development with regard to the government requirements in early education for children in receipt of free nursery education. Children participate in activities to enable them to understand letter sounds such as completing alphabet jigsaw puzzles and linking letter sounds with their names. They are cared for in an environment rich in writing such as, labelling and have limited access to mark making equipment such as note pads and pencils in role play areas.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1 April 2004.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:



The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure hazards are minimised in the outdoor play area for babies, this refers to the uneven surface and sharp edges on the brick wall and drain cover
- ensure the organisation of resources throughout the nursery provides a stimulating environment for children to progress in their creative development, this refers to independent access to resources to encourage their own creativity in early mark making and writing skills and imaginary play areas.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the outdoor play area to enable children to experience activities that promote all areas of the Foundation Stage curriculum
- use children's assessment records to inform the short-term curriculum plans so their individual progress is effectively supported and regularly share these records with the parents so they can contribute to them.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)