



Scallywags Nursery

Inspection report for early years provision

Unique Reference Number	400266
Inspection date	09 October 2006
Inspector	Josephine Ann Northend
Setting Address	C/o Roseberry Community Primary School, Roseberry Crescent, Great Ayton, Middlesbrough, Cleveland, TS9 6EP
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Registered person	Lynne Sturdy
Type of inspection	Integrated
Type of care	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.

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 Nursery opened in September 1992 and is a privately run nursery. It is located in Roseberry Community Primary School in the village of Great Ayton, in North Yorkshire and serves the local and surrounding area.

The nursery have use of a classroom within the school and operate Monday to Friday, during school term-time, 08:00 to 18:00. Sessions are from 09:00 to 11:30 and 12:30 to 15:00, wrap-around care is provided between the hours of 08:00 to 09:00, 11:30 to 12:30 and 15:00 to 18:00.

They are currently caring for 41 children of which 31 are in receipt of nursery funding. There are three full-time and three part-time staff working with the children. The majority of staff

hold a relevant childcare qualification, some staff are working towards gaining a recognised qualification.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development is supported well, with opportunities for large physical activities each day. The children have daily use of the school hall and outside play area. They move with increasing control, for example, as they balance on beams, climb over and crawl under equipment, move to music and play team games. Children can rest and be active according to their individual needs.

Children are beginning to learn the importance of good hygiene through daily routines. They are encouraged to wash their hands regularly before snacks and after using the toilet. Children are beginning to learn why they need to do so. This means that good hygiene practices are promoted well.

There is an effective sick children's policy in place. Procedures for the recording of accidents and medication are clear. This means children's health needs are promoted.

Children begin to understand the benefits of a healthy diet, through the promotion of nutritious snacks including fresh fruit. They learn about foods that are good for us through the topic. Drinking water is readily available throughout the day and children have opportunities to pour their own drinks. This promotes their independence. Staff are aware of and meet children's individual dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a spacious welcoming environment where most risks are identified and minimised. This means children are able to move around safely, freely and independently. The outdoor play areas are secure and well maintained. Staff help children to understand how to keep themselves safe, for example, as they teach them about stranger danger.

There is a good range of developmentally appropriate resources which are well-organised in child-height furniture to encourage independent access. The security of the premises is satisfactory and there are clear lost and uncollected child policies in place. However, the radiator in the entrance is too hot and poses a risk to children. The high adult-to-child ratios ensure children are well supervised and they remain safe, although, contractors currently working in the school often leave their tools accessible to the children and they do pose a further risk to their overall safety.

Staff have good understanding of their role and responsibilities under child protection and procedures are in place in the event of an allegation against staff. This means the welfare of children is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and they arrive happy and eager to participate. Children are making good progress. Close and caring relationships with staff increase the children's sense of trust and help them develop a strong sense of self. Children are also beginning to form good relationships with each other. Communication skills with children are well supported through good adult-to-child interactions.

Staff are aware of the 'Birth to three matters' programme and use it to inform planning. Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested.

There are clear settling in procedures for children in place, this includes gaining information from parents about their child's routines and care. Staff are sensitive to and meet children's individual needs appropriately. Children generally behave well and are developing a sense of right and wrong, they respond well to staff who explain why they should not do something.

Nursery Education.

The quality of teaching and learning is good. Children enjoy their time at the nursery and achieve well because staff use their clear knowledge of the Foundation Stage to provide good quality nursery education. Staff plan an interesting programme of activities across the six areas of learning. Assessment systems are in place, they link clearly to the Foundation Stage curriculum. They are currently being developed in order to further inform planning and ensure appropriate challenge for all children. There is an effective key worker system in place and children are grouped well. The good use of resources supports the learning opportunities offered to the children.

Children are developing good communication skills, they show emerging confidence in speaking to others. Children hold a conversation for extended periods of time. They are beginning to develop their writing skills, holding pencils correctly and some children form recognisable marks and letters. Children have opportunities to copy and recognise their own name, for example, there is a self-registration system in place. Children have good access to books, they handle them well and eagerly select books to share with one another. They listen well to stories and can predict what is going to happen next.

Children use a range of programmable toys and have daily access to a computer. They control the mouse confidently and complete simple programmes. Children are developing good understanding of number, they can count beyond ten and are beginning to recognise some numerals. They name shapes confidently and use size language well and understand the concept of big and small. However, children do not always have sufficient opportunities to use problem solving in everyday routines and activities.

Children are beginning to develop a sense of space and they extend their large physical skills through a variety of experiences including regular use of the school hall and outdoor equipment. They balance well, for example, as they cross low beams. Children develop good levels of hand-eye co-ordination, for example, through the use of different sized paintbrushes and spreaders. They cut well with scissors.

The children are confident in their play and learning. They are generally well behaved and are beginning to show care and concern for others. Children show good interest in their environment and the world around them, for example, as they show interest in the building work currently being completed. They are developing a good understanding of other cultures and beliefs as they receive visitors to the setting. They greet visitors well and are interested in the topic, for example, they are keen to use the digital photography equipment they are shown by the visiting photographer. Children are developing some self-care skills, for example, as they put on their own shoes and socks and pour their own drinks. Children are beginning to develop some health and bodily awareness. They understand the effect of exercise on their bodies and are beginning to understand why they need to wash their hands before eating.

Children explore different colours, mixing them to create other colours and use their senses to explore a variety of materials for example they explore the feel of conkers. They show good interest in the weather, describing simple features, such as sunshine and rain. Children use their imagination well in play, they construct with a purpose in mind and build three dimensional structures confidently. They enjoy music and song and they sing spontaneously.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Planned activities are undertaken that positively represent the local and wider community. A good range of resources are available reflecting other cultures and races. This helps increase children's awareness of diversity and develop a positive attitude to others. The staffs' understanding of each child's needs is used to encourage a sense of security and belonging.

Children are generally well behaved and polite in response to the expectations of staff. They take turns and show developing concern for others. Children's understanding of right and wrong is increased through the gentle reminders they receive from staff. This means children's spiritual moral, social and cultural development is fostered.

The nursery has good procedures in place to support children with physical disabilities and learning difficulties. There is a clear special needs statement in place and an identified special needs co-ordinator who has completed relevant training.

Partnership with parents is good. Children benefit from the two way sharing of information. Parents receive regular newsletters, information about the Foundation Stage and have access to their child's development records. They receive a written report about their child's progress. Parents are encouraged to continue their child's learning at home through the use of the book lending scheme.

Organisation

The organisation is good.

Space is laid out to maximise play opportunities for children, which contributes to them being happy and settled. Children are able to move around confidently and independently. Children initiate their own play and learning well.

Leadership and management of the nursery education is good and promotes the children's learning. Most of the staff have early years qualifications. The management undertake informal staff appraisals and promote staff attendance at regular training opportunities. The knowledge gained by staff is used to further support children's care and welfare. All staff have a good knowledge of the Foundation Stage curriculum, consequently children's progress towards the early learning goals is good.

There is a key worker system in place and children are grouped well to ensure their needs are effectively met. Adult-to-child ratios are met very well and staff work well together as a team. There are clear recruitment and vetting procedures in place for staff.

Required documents are available. The detailed policies and procedures in place, are shared well with staff to appropriately promote the welfare, care and learning of the children. There are effective systems in place for the sharing of information with parents about the service and their child's activities. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection actions were raised in relation to National Standard 2: organisation, National Standard 6: safety and National Standard 13: child protection. All staff now have first aid certificates and the system to register staff clearly shows the times of their attendance. The child protection policy has been updated and now shows the procedures to be followed in the event of an allegation against staff. This means children's welfare is safeguarded.

The provider agreed to ensure children have opportunities to use simple problem solving in every day activities and provide opportunities for children to develop their health and bodily awareness. Many opportunities for problem solving are now used with the children, however, they are not always well used in everyday activities. Children have developed good health and bodily awareness, they learn about the effect of exercise on their bodies; why they need to wash their hands and food that is good for them.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- assess the risk to children in relation to the temperature of the radiators and the building work currently being undertaken within the school and take action to minimise these.

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):

- continue to extend opportunities for children to use simple problem solving in everyday routines
- further develop the use of assessment to inform planning in order to ensure appropriate challenge for all children.

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