



Sallywags

Inspection report for early years provision

Unique Reference Number	120198
Inspection date	07 February 2007
Inspector	Anne Jacqueline Nicholson
Setting Address	Congregational Church Hall, Stainash Crescent, Staines, Middlesex, TW18 1AY
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Registered person	Melanie Lunn
Type of inspection	Integrated
Type of care	Sessional 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 is one of two provisions run by a private partnership. It opened in 1999 and operates from two halls within the congregational Church buildings in Staines. It is situated in a residential area close to the town centre. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 12.15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from two to under five years on roll. Of these, 28 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. All of these hold an appropriate early years qualification and seven hold valid First Aid qualifications.

The setting receives support from the Early Years Childcare Service. Both this group and the sister group have close links with the local primary school and mother and toddler groups.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn how to remain healthy through staff providing a varied range of opportunities to enjoy physical activity, either inside or outside in the fresh air. They enjoy using the climbing frame in the large hall or running around outside pushing and chasing hoops and riding on bikes. They can access water at any time during the session in the main hall areas and staff encourage them to eat a healthy snack to boost their energy mid morning. They learn about good hygiene practices during the session. Children demonstrate they are aware of the routine of washing hands after messy play, outside play, going to the toilet and before assisting in the fruit preparation. They use individual wipes prior to snack session and children with reactions know to use their own special wipes.

Children's health and welfare remains protected through the comprehensive use of written records, documentation and staff undertaking relevant medical training. Parents complete information sheets highlighting their children's medical, dietary and cultural needs. Prior to administration of medication or inhalers parents supply written confirmation of the amounts and times required. The majority of staff hold first aid qualifications and all ensure that any accidents or existing injuries are clearly recorded and acknowledged by the parents when they come to collect. When children fall over or hurt themselves staff calmly check out the hurt area, talking and reassuring them and encouraging them back to their play if no treatment other than a hug and rub is required.

Children develop an understanding of how to build a healthy body and enjoy healthy food whilst at the setting. They participate by bringing in fruit each day to share at snack time. Children take it in turns to assist in the slicing and preparation of fruit for snack time and this builds their self-esteem. They all sit together on chairs and wait for staff to hand round a choice of drinks. The children who assist with preparing the fruit take the plates around for everyone to take a piece and this boosts their self-esteem. Children choose confidently from pear, apple, bananas, grapes and orange, picking their favourite and eagerly eating it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy their play in an environment made inviting through staff setting out a range of age appropriate resources and equipment, following their planning, prior to them arriving each day. Children enter to see a variety of creative and play opportunities ready for them to use after the welcome session. Staff ensure that pictures, word labels in a variety of languages and phonic cards (word and associated picture) are put up on the hall walls daily for them to observe

and use as reference. Children access three hall areas and the outside and this enables them to access a good range of activities and play opportunities during the session. The staff ensure a variety is on offer through rotating resources throughout the week, supported by their planning. There are sufficient resources available for all children ensuring no one is unoccupied or misses out on a play opportunity.

Children learn how to keep themselves and others safe through receiving clear instructions on how to use equipment and to remain safe and not hurt others. For instance when using scissors not to wave them about or carry them away from the table, when outside on bikes to look where they are going to avoid bumping into others. They participate in regular fire drill practises. Staff vary the days, times and exits used for these to cover all children (part time as well as full time attendees) and all eventualities of where the fire may be.

The halls are secure when the session is in operation and all external doors remain locked. Staff and visitor either knock to gain entry or use their key. When children arrive they are greeted by staff and on departure staff man all the door ways used to ensure they only leave with the correct adult. Staff record how many children are present on the wipe boards in each room as a visual aid and count children in and out as they transfer between rooms and outside play. Whilst playing outside children can play safely as staff ensure the perimeter walls and gates are secure and stand in the areas of most potential risk for them. For instance at the end of pathways and by the main gate to the road.

Children's personal safety is safeguarded as staff demonstrate a good knowledge of child protection and the procedures to follow if they have a concern. The setting has clear policies, procedures and booklets in place for parents and staff to read. These outline the process to follow and the settings obligations to notify other authorities if concerned for a child's welfare. They also show the process if an allegation is made against a staff member. The procedures follow the local Safeguarding Children Board guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children eagerly enter the setting and are greeted by name on arrival. They demonstrate their awareness of the routine and anyone new or unsettled that day receives plenty of comfort and distraction from staff. Staff and parents take children's coats to hang up as currently there are no low level pegs available for them to independently access. The two year old children remain in an informal free play welcome session whilst the older nursery education children go into another room for their welcome session. Each room has wipe boards up showing children and adults what they will be covering during the week and children are encouraged to bring in objects relating to that weeks theme to show and tell each other.

Younger children benefit from following planning based on the Birth to three matters framework curriculum. On arrival their developmental needs are effectively met through enjoying free play to aid their settling into the session. They enjoy doing painting and creative work on the table with staff providing support and encouragement. Staff encourage them to describe their paintings, the colours and shapes and they are eager to respond. Small groups of children and a high staffing ratio assist with this. They receive excellent care and encouragement to join in

with activities. Their individual needs acknowledged by having free play at the start rather than sitting with older children going through letters and numbers. As they settle into the settings routine and get older they begin to join in with larger group activities.

Younger children follow the same topic as older ones and enjoy gluing four types of pasta shapes onto paper divided into quarters. They confidently sort the pasta into different shapes before gluing them down. They use the computer with increasing confidence, staff showing them how to move the cursor and explaining the programme to them. They enjoy the recycling programme, especially the noises it makes as it crushes the objects, and display their pleasure when they complete the task for themselves. They participate in some form of physical activity each day and enjoy using the tricycles and bikes in the outside play area or climbing in the large hall.

All children come together to have a drink and a snack together and this is an opportunity for them to socialise together and for younger children to assist in the preparation of the fruit if it is their turn to help. They also all participate in action songs and stories and happily correct staff when they say something incorrect. For instance during "I'm a tube of toothpaste" action song staff ask "where do we squeeze the toothpaste? in the sink?" "Nooooooo" respond the children laughing "on the toothbrush".

NURSERY EDUCATION

Children benefit from a very good quality of nursery education being offered and staff demonstrate their strong knowledge and understanding of how to effectively plan and implement the foundation stage curriculum. The nursery operates out of three areas and this allows the setting to plan for a wide range of activities each day to cover the theme and related aspects of the foundation stage. Children can also access a secure outdoor area and this assists them with developing their spatial awareness and respecting others space whilst using bikes, tricycles and dashing around.

Children demonstrate good concentration skills as they sit and listen to the staff explain what will happen that day. They receive encouragement to contribute to the theme by bringing in objects and sharing their experiences with each other. Staff encourage children's communication through asking them open-ended questions and listening to their responses. This develops their confidence and promotes their self-esteem. During the welcome session staff ask about the day, date and weather and children demonstrate a good knowledge of which day it is and what date follows on from the previous day. They recognise numerals up to ten and can confidently count to twenty. They learn about phonics and letters using the 'jolly phonics' system in line with the local schools. Children confidently say the name the letter shown by staff, say the sound and match this with the phonic action. They thoroughly enjoy participating in this with some letter actions more popular than others. Children display good independence skills, that staff actively encourage through most of the session, however at snack times they sit on chairs and staff pass drinks round although during session children ably pour their own water. Children all take their coats off independently however currently coat hooks are all too high for them to reach so staff hang the coats up and then have to place these on chairs for them to try to put on when needed.

Children receive opportunities throughout the session to develop their counting skills and their understanding of mathematical language. They count how many children are present, when lining up to go out to play they have their 'listening ears on' to all count the children. They do simple problem solving activities like 'how many bicycles do we need?' 'fifteen', 'what if an adult wants to ride as well?' sixteen is shouted by most children. 'Are there more boys than girls?' 'who is at the front of the line'. The special needs co-ordinator (SENCO) and staff have also developed picture cards for children to develop their positional language by looking at these and describing who is next to, in front of and behind. Children have opportunities to develop their pre-writing skills through freely accessing paper, pencils, pens and wipe boards.

Children demonstrate a good awareness of the daily routine and what is expected of them. Their self esteem and confidence is fostered through staff giving them roles. Children take it in turns to be register person, those that are responsible for cutting the fruit and for assisting with counting. Children are eager to be named and appear pleased when it is their turn.

Children enjoy taking part in a variety of creative activities from doing paintings and pictures to playing within the home area and dressing up. Children enjoy sorting pasta shapes into bowls and dividing them according to shape or the number in the bowl. Later they choose some colour paper confidently naming red, blue, green, purple, pink or yellow depending on the colour they want. They then glue the sorted pasta to make a collage to take home. They confidently use pencils to write their names on their work. Staff encourage discussion to develop their observational skills through using open ended questioning asking them to describe the shapes, feel the textures, describe the colours and how much glue they will need. Children know they usually use a little glue but that it is okay to use lots today to make the pasta stick.

Children enjoy regular physical activity both inside and outside in fresh air. There is always a physical activity available in the largest hall and when weather permits they use the secure outside area. When outside they like riding on the bikes, tricycles, scooters and pushing the hoops and chasing after them to try and catch them before they fall. Children develop a healthy attitude to being active and staff encourage them to participate daily. Inside they enjoy the climbing frame and joining in action rhymes. Children enjoy participating in these and staff use a variety of teaching resources to vary these and keep them occupied. During 'five currant buns' they are a currant bun or the person with money to buy. Each bun card had a different topping so the children could sing different toppings as well. They also enjoy a version using finger puppet buns.

Children gain an excellent awareness of the wider world around them. They experience activities promoting other cultures and countries. They celebrate Christmas, Diwali, Chinese New year and actively encourage children and their families to share their experiences and knowledge of these festivals. They discover about their local community and enjoy visits from local fire-fighters and policemen. They plant bulbs in the church garden and enjoy seeing these grow. Children see words up in a variety of languages and staff create lists of familiar words for those children that also have an additional language. Children really enjoy using the computer and do this independently and with increasing confidence. They enjoy an animal programme and one about recycling.

The quality of teaching is good. Staff demonstrate a confidence in using both Birth to three matters Framework and the foundation stage curriculum. Children benefit from staff effectively planning a wide range of activities and learning opportunities to cover all areas of learning within the foundation stage. Weekly planning highlights to staff what aspect children focus on and the daily activity sheets identify the learning objectives. Staff record observations on these before transferring them to the children's records of achievements. Staff use a variety of teaching methods with the children including use of questioning and practical activities. Children eagerly talk with staff and display a keenness to share their information and news.

Helping children make a positive contribution

The provision is outstanding.

There is a equal opportunities and special needs policy in place to ensure that all children are included and their individual needs met. Children's family backgrounds are acknowledged and close home-setting liaising ensures that familiar words in their main language are displayed around the setting and available to staff to use with them. Staff seek the knowledge and skills of the parents and children during celebrations to ensure accuracy. They actively encourage them to share their individual experiences and show the costumes they wear. Valuing their cultural backgrounds and ensuring that these are positively promoted with everyone attending. Children all work well together and close friendships develop. They enjoy bringing in things from home to share and this assists in their development of confidence and self-esteem. All children take turns to have a helper role whether in the younger or older groups.

Children with additional needs, disabilities or learning difficulties receive excellent support from the setting. The staff and SENCO work very closely with other professionals, staff in the sister setting and the parents to provide consistent care and behaviour management methods between all those that have daily contact with the children. The SENCO creates clear files and information for the setting showing how to help children progress. A resource box of picture cards, every day objects, learning resources and praise cards are in place to assist children in progressing and support implementation of any individual education plans (IEP's) in place. All staff use consistent practice, for example, children with behavioural needs receive 'happy face' or 'sad face' cards to see how their behaviour makes people feel. They are eager to get the happy card and positively glow when they receive it, their shoulders go back and they sit up straight smiling. This is reinforced by all staff and the home having these cards to encourage acceptable behaviour and develop the children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children display excellent manners and an awareness of the behaviour expected whilst at the setting. They know the daily routine and are eager to please staff by following this nicely and listening to instructions. They enjoy receiving praise for sitting quietly, joining in with activities and doing their creative work. They love being the named helper for the day and eagerly join staff when it is their turn to help with their task. They sit calmly during circle and register session and staff reinforce behaviour that is nice and why they need to follow this. For instance if they all sit quietly with their listening ears on they will all hear the story. If they look where they are riding they won't knock into any-one or hurt them. If they would like a drink or to use

a piece of equipment if they ask nicely with please and thank you the other person is aware they are waiting.

Partnership with parents and carers is excellent. Parents receive clear information about the setting, what activities children are doing and how they are progressing. Parents are actively liaised with through verbal and written communication, a parents notice board, home/setting books and regular newsletters. Copies of all the policies and procedures are accessible within the setting and these are highlighted to parents. A board displays the current theme and the topic for the interest table to assist them in helping their children choose an item from home to bring in and share.

Parents state they are very happy with the care their children receive, they receive lots of information about the children's day through talking with staff and looking in the daily diary books. The information in these books also helps them talk with their children about how their day has been, as they have information they can use to prompt responses from their children instead of asking "what did you do today?" and receiving a response of "nothing" they can ask "did you enjoy doing pasta sorting today?" after looking in the book. The setting ensures that they place the notice boards outside for parents to read and place notes on the door to highlight illness within the group. They share information about children's progress through sharing information from their records of achievement and seeking information on aspects the parents would like covered.

Organisation

The organisation is good.

The Leadership and management of the setting is very good. Management display a strong commitment to supporting their staff and the continual improvement of the facilities they provide for the children and parents. They encourage and promote staff to undertake additional training to professionally develop themselves and lead by example. All staff hold an appropriate childcare qualification and have undertaken additional training sessions to support areas like behaviour management, planning for the foundation stage, supporting children with learning difficulties and training to extend play ideas. Children benefit from the staffs professional approach. They use their knowledge to develop and challenge the children both physically and mentally each day. All staff demonstrate they are aware of their role and this ensures the day runs smoothly and children can move seamlessly and smoothly between rooms and activities. Staff work well as a whole team.

There are comprehensive policies and documentation in place for parents and staff to access and all staff regularly review their awareness of the contents by reading and signing them. There are effective vetting and recruitment procedures in place to ensure that children are protected and receive care from suitably qualified staff with relevant experience. The operational file covers all required policies and procedures and the setting have also devised a parents and staff file. However in developing this file the uncollected child procedure and part of the complaints procedure are missing and this is an area to review.

Planning is now very effective within the setting with all staff doing daily observations that get transferred to the records of achievements ensuring children's progress is carefully recorded.

There are close links with parents to ensure that any learning opportunities are also extended at home and those areas that parents would like addressed like speech, number recognition are also fed back into future planning.

Children benefit from a high staffing ratio and a key worker system being in place and this assists them in developing good relationships. It also allows them to have more support when attempting new activities or using unfamiliar resources. Staff enjoy being with the children and their enthusiasm encourages children's participation in return. The setting meets the needs of the range of the children for whom they provide.

Improvements since the last inspection

At the previous care inspection two recommendations were identified. The setting were to ensure that children have access to an appropriate range of activities and resources that reflects society's diversity in all areas of play and learning. The setting now actively plans and provides more stories, activities and resources for children throughout the term to promote their awareness of the wider world. Written permission from parents for seeking emergency medical advice or treatment was to be sought and all parents complete permission forms now.

At the previous nursery education inspection there were no recommendations identified however points to consider were highlighted to the setting. These were to review children's individual record keeping so that it links closely to the stepping stones in order to track each child's progress towards the early learning goals. Management have further developed the planning and record to ensure tracking children and recording their progress is easier for staff to complete. They were also to review regular activities, such as prayer and story time so that they reflect today's diverse society and are non stereotypical. The setting are now more conscious of including everyone in prayers and including peoples names and places from other countries during story time.

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.

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):

- review the information folders available to parents to ensure all relevant information is available in them.

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):

- review the practice and opportunities available for children at snack time and when taking coats on and off, to continue the development of their personal independence skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk