

Scallywags Day Nursery

Inspection report for early years provision

Unique Reference Number	EY342919
Inspection date	07 June 2007
Inspector	Ros Church
Setting Address	42 Cold Overton Road, OAKHAM, Leicestershire, LE15 6NT
Telephone number	0157 272 3810
E-mail	scallys@btconnect.com
Registered person	Nanny Tots Limited
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sallywags Day Nursery opened its current ownership in 2006. It is one of three nurseries run by Nanny Tots Limited. The premises comprise of three base rooms for children, along with communal play areas. It is situated in Oakham, Rutland, close to the railway station and town centre. A maximum of 56 children under eight years of age may attend the nursery at any one time. The nursery is open Monday to Friday from 08:00 until 18:00, throughout the year. Children can attend a variety of sessions.

There are currently 78 children aged from six weeks to five years on roll. Of these, 23 children receive funding for early education. The nursery is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are 17 members of staff working with the children, of whom four work part-time. There are currently 13 members of staff who hold an early years' qualification and one member of staff who is working towards a qualification. The setting receives support from the Rutland local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are looked after in a clean and comfortable environment. Their health is promoted as staff have a sound awareness of good practice in relation to preventing cross-infection. For example, staff follow good procedures when changing nappies, tables are cleaned prior to meals and snacks being served. Children develop awareness of caring for their own health because of the supportive adults and consistently implemented routines. They wash their hands before eating and after using the toilet, pre-school children are able to carry out these routines independently and are helped to understand about germs and taking responsibility for their own health. Children are well protected if they have an accident or become poorly as most staff hold a current first aid certificate, with other staff awaiting to attend a relevant course. However, although there is a procedure in place for recording existing injuries which children arrive with, these are not always recorded to ensure children's welfare.

Children learn about eating healthily through the provision of nutritious and healthy meals and snacks. Meal times are social occasions when children eat within their own group rooms. Staff work well with parents to ensure children's individual dietary requirements, routines or allergies are met. Fresh drinking water is available to children at all times ensuring they do not become thirsty or dehydrated. Pre-school children are able to access drinking water independently, with staff ensuring that younger children are offered drinks regularly.

Children benefit from daily physical exercise and fresh air. Each group of children have set times during the day to use the outdoor play area. Children use a range of equipment which includes wheeled toys, bats, balls and hoops. Other opportunities are provided for physical exercise within an indoor room, where staff provide activities which include parachute games and assault courses. Some opportunities are provided for children to practise climbing skills when visiting the local parks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming, safe and secure environment where they are able to feel settled and comfortable. Children are grouped within rooms according to their age and ability. The baby room is divided into two areas, this provides a separate area for the very young babies to ensure their safety. A range of activities and play equipment are planned and provided within all rooms. Equipment is well-maintained, safe and suitable for children's individual needs and development. Children's work is displayed around the nursery, this makes the environment attractive and helps children to feel valued.

Children remain safe in all areas of the nursery because there are effective systems in place to identify and minimise any risks. Clear policies and procedures are well implemented by staff to ensure children are kept safe. Effective security procedures are in place ensuring only known adults are allowed entry. Children are supervised at a level that is appropriate to their age, level of understanding and ability so they are protected from accidents whilst developing independence. Clear fire evacuation procedures are in place and regular practises are carried out to ensure that both staff and children are aware of how to keep themselves safe in the event of a fire. Outings are well planned with risk assessments carried out, this enables children to have the opportunity to visit the local area in safety. Children begin to learn about safety

in their environment through practical life experiences and staff's clear explanations, such why they should not climb on furniture. Pre-school children's understanding is raised further through topic work, such as road safety.

Children are well-protected by staff who have a clear understanding of their role with regard to safeguarding children and know who to contact if they have concerns about a child. All staff have attended a safeguarding children course, and clear policies and procedures are in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settle well within the nursery. They make positive relationships with staff and one another. Babies and young children have a clear bond with the staff who work with them which increases their well-being and sense of trust. Young children play happily together and are beginning to take turns. For example, when building a tower with the large bricks, children learn to take turns to place a brick on the tower, they count the bricks together and show excitement when knocking the tower down.

Staff use resources such as the 'Birth to three matters' framework to plan and provide a range of activities and equipment which meet their developmental needs. However, additional toys and resources are not easily accessible within the baby and toddler rooms to encourage children to make choices in their play and learn to be independent. A broad range of activities which encourage babies and young children's sensory development are planned and provided, such as play dough, sand, cornflour, finger painting, and mixing ingredients for baking. However, some large group activities do not always effectively meet the younger children's individual needs. The transition between rooms is planned and organised well to ensure children are developmentally ready to move and they are supported to settle into their new group.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff plan and provide a broad range of activities, which are linked to topics of interest. Staff have some understanding of the Foundation Stage curriculum and identify learning intentions within short term planning. However, plans do not clearly identify how they are linked to the six areas of learning to ensure all areas within the curriculum are met. Assessments are based on the Foundation Stage stepping stones, and staff identify children's next steps in learning and then link to the activity through the planning. However, planning does not identify how activities can be adapted to meet individual learning needs, and some activities and experiences do not provide sufficient challenge to extend children's learning. Staff have some good methods of teaching such as encouraging children to think and ask questions. For example, during an activity weighing rocks, gems and shells, children were encouraged to predict what would happen if they took out one of the rocks from the scales.

Children are confident within the group, they make positive relationships with staff and their peers. Many older children have special friends within the group with whom they share experiences and join in with activities. Children's independence is developing well as they access additional resources around the room. Equipment which includes construction and writing materials is organised in baskets on low shelving and in cupboards, enabling children to learn to make their own choices of play and to be independent. Children's language is developing well and many are confident communicators, they initiate conversations with adults and their peers and talk about their interests and experiences. Children begin to use talk in imaginary

situations such as going on a jungle walk, they describe the animals they see and act out their movements. During planned sessions children learn French, whilst waiting for their lunch they confidently practise what they have learnt. Children have good opportunities to recognise their own names, for example, as they start their day they find their names on coat pegs and register their attendance by finding their named dragons and place them in the castle or cave. Children are able to access writing materials as they require and learn to use writing for different purposes. For example, during a post office role play activity children pretend to write letters and birthday invitations. However, activities are not always well resourced and do not offer adequate challenge for all children to extend their play and learn independently.

Children show interest in numbers, with most being able to recognise numerals which are familiar to them such as their age. Children have some opportunities to learn about simple calculation during routine activities, such as counting out cups and cutlery at lunch time. Children learn about different shapes and are able to describe them such as the number of sides of a square or hexagon. During many different topics children learn about the world around them. For example, during a topic on volcanoes they learn about the differences in rocks and shells, they learn to observe the patterns on the rocks, and describe whether they are rough or smooth. During planned creative activities children are able to use a range of different media and materials, however, many activities are very adult-led and do not give children the opportunity to express and communicate their own ideas, and so do not extend children's learning.

Children have some opportunities to learn about and use information communication technology. This includes the computer, calculators and the digital camera where they take pictures of activities in which they are involved. Children remember and sing familiar songs and rhymes, where they enjoy joining in with the different actions. They learn about the sounds made by different musical instruments, how sounds can be changed and how these can be used to accompany their songs.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the nursery, they are valued and respected as individuals. A variety of positive steps are taken to help children to settle. For example, children see displays of their work, they have individually named coat pegs, and their own trays or baskets where they can keep their work or individual possessions. This helps them develop self-esteem and a sense of belonging. Appropriate systems are in place to support the inclusion of children with identified disabilities or learning difficulties. Children's spiritual, moral, social and cultural development is fostered. Children's behaviour is generally good, they learn to play cooperatively with others to share and take turns with the equipment. Staff manage behaviour positively, using age appropriate and sensitive strategies according to the age and level of understanding of individual children. For example, stickers or stars are given to children for good work and behaviour, and pre-school children are given individual responsibilities such as pouring out the drinks at snack time. Children learn to take care of their environment and the equipment, such as helping to tidy away after playing with an activity. Children become aware of their own and other cultures through participating in various activities which are linked to different festivals such as Chinese New Year. They learn about their community through visits to local parks, shops and library. However, there are currently few resources available which promote children's independent learning about similarities and differences in society.

Children are cared for by staff who work well with the parents to ensure individual needs are met. Parents of babies and younger children are provided with daily written information about

their child's day and staff work closely with parents to ensure home routines are followed. Policies and procedures are displayed on the notice board, some are in the process of being updated. The partnership with parents and carers of children who receive nursery education is satisfactory. Parents have access to an outline of the areas of learning within the Foundation Stage through information displayed on the pre-school notice board and discussions with staff. Parents are kept informed of their child's development through daily discussions with staff, opportunities to view their child's assessment records as they require, or at planned open evenings. Some systems are in place for staff and parents to share information on children's progress and ways in which they can support planned learning at home, such as the book loan scheme.

Organisation

The organisation is satisfactory.

Children are kept safe as effective recruitment and selection procedures are in place to include appropriate vetting systems so that all staff working with children are suitable to do so. Clear and supportive induction processes are in place to ensure staff are aware of the appropriate policies and procedures to promote the safety and welfare of the children. Age appropriate toys and activities are planned and provided in each room, however, play resources are not effectively organised in the toddler and baby rooms. Consequently, children are not able to freely select from a wide range of toys and equipment which restricts the choices they are able to make about their play and learning. All relevant and essential documentation which contributes to children's health, safety and well-being, are in place. An appraisal system is being developed to assess staff's training and development needs. Staff show commitment to developing their knowledge and have attended various courses and training to provide satisfactory levels of care and education to benefit the children.

The leadership and management of the nursery education is satisfactory. The manager and staff are committed to continue improving the nursery education for children. Some systems are in place to monitor and evaluate the provision and children's learning, however, these are not fully effective in identifying areas for improvement in the nursery education programme. The setting seeks and accepts advice and support from the local authority.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- develop further the systems for recording accidents and incidents, with regard to recording the details of existing injuries when a child arrives
- ensure planned activities fully meet the children's individual needs, with regard to large group activities
- develop the organisation of resources and additional play equipment so that they are readily accessible to promote children's independence
- develop the range of resources and activities which promote positive images of diversity in society.

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 staff's knowledge and understanding of the Foundation Stage curriculum to enable them to improve planning, to clearly identify and ensure that children receive a varied and balanced range of activities across all areas of the curriculum
- develop planning systems to identify how activities can be adapted to meet children's individual learning needs, to ensure that all children are appropriately challenged.

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