

Scallywags Nursery Chelmsford

Inspection report for early years provision

Unique Reference Number	EY346906
Inspection date	17 July 2007
Inspector	Barbara Ann Bush
Setting Address	The Pavilion, Burnell Gate, Beaulieu Park, Chelmsford, Essex, CM1 6ED
Telephone number	01708 476444
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Registered person	Scallywags Nursery - Chelmsford
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 Nursery opened in 2007 and is one of two nurseries owned by a partnership. It operates from rooms within a sports pavilion on a housing development situated in the Springfield area of Chelmsford, Essex. All children share access to a secure outdoor play area. The group has a fish tank within the playroom.

A maximum of 24 children aged under five years may attend the nursery at any one time. The nursery is open on weekdays from 07:45 until 18:00 for 51 weeks per year. There are currently 11 children on roll. Of these, none are receiving funding for early education. Children attend from the local catchment area. There are no children attending with learning difficulties, disabilities or English as an additional language.

The nursery employs four members of staff. All of the staff members hold appropriate early years qualifications. The group receives support from the area SENCO (special needs coordinator) and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately promoted. They are encouraged to wash their hands after toileting, messy or garden play as part of their day to day routine. Children are supervised when using the toilets; as yet older children are not independently using the cloakrooms on their own. Children receive appropriate medical attention as staff members have a sound understanding of the group's policies and procedures for dealing with illness, accidents and administering any medication. All staff members are trained in first aid, one has completed a health and hygiene course and they are confident about dealing with any emergencies that may arise.

Children are well nourished and have regular meals, snacks and drinks throughout the day. Children's dietary requirements are provided by the nursery and parents have access to the menus. Children have cultivated tomatoes and sunflowers, enabling them to begin to understand the growing processes. Children have little input influencing their daily diet and there are lost opportunities to discuss the benefits of eating healthy foods, particularly during the lunch time period. They do, however, occasionally visit the local shops and have some opportunities to cook simple foods. Children enjoy sociable meal and snack times, using cutlery and learning how to behave at the table.

All age groups have access to an enclosed outside play area. Children's physical development is generally fostered by the provision of equipment and activities available to enhance movement and flexibility. Access to the outside area is limited during the day and this decreases the benefit children derive from the resources on offer. Planning for funded children includes opportunities to use tools and equipment that promotes manipulation; eye and hand coordination and competence on the outside apparatus.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into premises that are welcoming and suitable for their purpose. Children are based in one main playroom at present, there are additional rooms for the younger children when they attend in greater numbers. The premises is safe, secure and well maintained. Children's artwork is appreciated and decorates the walls along with posters and photographs. The children are able to access a range of toys and equipment in their rooms, stored at child height to facilitate choice. Children benefit from using resources that are clean and in good condition.

Children are learning the basic principles of keeping themselves safe. Children learn about road safety for their trips outside of the nursery and are given instructions by the staff when using sharp tools, such as scissors. Children understand the importance of practising fire drills and the procedure is carried out on a regular basis. Younger children know their boundaries and are able to move around with confidence.

Children's safety is adequately promoted as staff minimise hazards and any risks on the premises to prevent accidents. Policies and procedures are in place to further protect the well-being of the children. Staff members have undertaken training on child protection issues and are confident about their personal responsibility for safeguarding children and the correct referral process. This knowledge assists them to protect the children's welfare. In addition, the group's

policy reflects the change from Area Child Protection Committee to Local Safeguarding Children Board and they have the updated information booklet.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and interested in their play. They clearly enjoy the games and activities laid out for them and participate eagerly with the staff to complete tasks. The younger children play with a good variety of colourful toys, art and construction materials. Children were very interested and excited to wear doctor's and nurse's outfits. They access a range of accessories to help them treat their 'patients'; these include X-rays, syringe, thermometer and blood pressure armband. Children pretend to rub cream on arms to make the patient better. They are fascinated by one X-ray that shows a broken arm and want a bandage on to make it mend.

Staff aim to create 'a clean, bright and safe environment with a happy atmosphere' in which the children can play. Children have dedicated key workers who get to know them to understand and meet their needs. There is a settling-in procedure and parents state that they are very happy with the way staff welcome and reassure children. Children are gradually forming friendships and beginning to understand the concept of sharing. Children can work together with the help of a member staff. They listen to stories and join in with simple rhymes. However, the well-stocked book corner is under-used with children showing little interest in looking at the words and pictures independently.

Staff have embraced the information in the 'Birth to three matters' framework and have implemented development records for all of the younger children. They use the framework extensively to assist the learning of the toddlers. Activities are adapted to suit the needs of this age group. The theme for this term has been 'Old MacDonald's Farm'. Children have been colouring pictures of animals and scarecrows, singing songs and listening to stories about the topic. With just one exception, all of the children currently attending are aged under three years therefore the setting is geared primarily towards their developmental needs. Staff have completed training and use this knowledge to actively promote the outcomes for the younger children.

Nursery Education

The quality of teaching and learning is satisfactory. Currently, there are no children on roll in receipt of funding. Staff members who will deliver the Foundation Stage have completed training and share their knowledge amongst the team. They have a sound understanding of the principles involved in the delivery of the six areas of learning. Each child will have an assessment at the beginning of this stage and these observations are fitted into the six areas of learning. Plans are in place to teach children in small groups and one-to-one sessions. All six areas of learning are covered in the curriculum and there is an outcome identified for each activity. It is clear what the children are intended to learn and adaptations can be made for the more or less able child. There is differentiation in the planning, and observation notes will be transferred to the children's files. Plans are inclusive and staff will use the knowledge of the special needs coordinator to assist them. Children behave well and respond to the clear boundaries that are set. The majority of the working day is in direct contact with the children.

Plans are in place for children to take part in creative play, singing songs, stories and rhymes. There is an open home corner that is inviting and resourced with a range of dressing-up clothes. There is paint and resources to express their imaginations such as, a range of pens, pencils and

paper on offer. However, staff do use pre-printed sheets which does not ensure that children's own ideas are valued as they are expected to reproduce someone else's picture. Preparation is in place for children to use numbers each day and count objects in everyday activities. Plans outline activities involving volume and weights. There are posters around the room depicting numbers for children to reference. Staff plan to encourage children to communicate effectively and express themselves well. A good selection of books are in place, however, labelling around the room is limited and this inhibits children's recognition of print. Activities are planned to encourage the use of pencils and other writing tools correctly.

There is access to everyday technology in the setting, for example, computer, telephones and cash registers. Projects on festivals such as, Chinese New Year, are planned. Outings into the community will be encouraged. Children will have opportunities to be lively and active and enjoy time spent in the outside play area. However, plans regarding physical play concentrate on fine motor skills rather than more active exercise and the use of larger pieces of climbing equipment. Staff are aiming for the children to be confident, have a positive self-image, have the ability to show their feelings and express their thoughts well. Overall, evidence suggests that children will make satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Older children are beginning to be aware that we have similarities and differences and are starting to value each other's abilities. There are some resources on site reflecting diversity in the community such as dolls, books and small world figures. Boys and girls have equal access to resources. The team have sound knowledge of equal opportunities issues; this benefits the team and information cascades to the children. Discriminatory remarks are challenged through discussion.

There is an awareness of the needs of children with disabilities and learning difficulties. There is a designated member of staff who liaises with the local authority area worker. Two members of staff are enrolled on a SENCO (Special Needs Coordinator) course that will assist their childcare practice.

Children behave well, respecting each other, their surroundings and the boundaries set by the staff. There is a general emphasis on positive instructions that acknowledge helpfulness and courteous behaviour. Staff members understand the behaviour policy and this ensures that they deal with children of all ages consistently.

Parents are made welcome and access information from the staff verbally, by letter and on notice boards. Posters in the entrance hall tell them about the children's daily diet and play plans. The policies and procedures are available on request. Parents express their satisfaction with the setting and would recommend the friendly staff and happy atmosphere.

Partnership with parents and carers of nursery funded education is satisfactory. Preparation has been made for sharing information with parents for the time the setting receives children who require nursery education. Staff members are aware of the need to share information freely and inform parents about the six areas of learning and the curriculum planning. Strategies are in place to involve parents in their child's learning, enabling parents to take work home and become familiar with the activities that are planned by the staff.

Children are learning right from wrong and understand the need to respect each other. They are beginning to learn about the world around them, adapt to change and cooperate in larger groups. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The managers of the nursery have worked together for some time and own another nursery that has been open for five years. The managers have the relevant childcare qualifications and seek additional courses whenever possible to increase their knowledge and understanding of the latest approach to their work. They work collaboratively with their staff and they form a sound team who clearly enjoy working together. They understand and comply with registration requirements.

Children are cared for in their own home base rooms and are grouped appropriately. Generally when numbers permit, all of the children play in one room. They are able to get to know the staff members well and in particular their key workers. Staff members are checked through the setting's own vetting procedure and are not allowed to work with the children unsupervised until all of the checks are complete. Staff files are on site and available for inspection at any time. New members of staff undergo an induction course that includes awareness and understanding of the group's policies and procedures. These measures contribute to the children receiving consistent care from all members of staff.

All of the relevant documentation is in place and kept confidential. Parents can access records regarding their own children and any policies and procedures they wish to see. The group has an operational plan in place and this is always under review. Records are kept for the appropriate timescales. The paperwork helps the staff to ensure that the children's welfare is protected.

The leadership and management of the nursery education is satisfactory. The managers have a clear aim which is 'to provide education throughout the child's time at the nursery.' A great deal of work has been completed over the past six months to put new records into place, to establish the nursery education strategy offered to children. The managers know their staff well and they promote training courses and the furthering of knowledge. All of the staff within the pre-school room understand that they have responsibility for teaching the Foundation Stage. The managers and their staff are making opportunities to identify their own strengths in preparation for the delivery of the Foundation Stage. Staff are beginning to monitor and assess their own performance, and identify their own individual needs to help them improve the quality of their teaching skills. Therefore staff members are able to identify weaknesses in the delivery of activities thus improving the learning outcomes for the children. Links have been formed with outside agencies who can come into the setting and give advice on planning. Staff present a unified approach to their work and set realistic targets in order that the children succeed.

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):

- extend children's knowledge of good nutrition and support their understanding of the importance of physical activity on growth and well-being
- promote the use of the book corner so that children spontaneously use and enjoy looking at pictures and words independently.

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):

- ensure that children's own ideas are valued rather than expecting them to reproduce someone else's pictures
- increase the use of labelling around the room to assist children to recognise the shape and formation of words
- extend children's play opportunities for exercise both inside and outside of the premises (this also applies to the Care Standards).

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