

Scallywags Nursery

Inspection report for early years provision

Unique reference number EY281646
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Inspector Caroline Preston

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Scallywags is one of two nurseries. It opened in 2002 and operates from five rooms in a converted house. It is situated in Hornchurch in the London borough of Havering. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 7:45 to 18:30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 54 children aged from six months to under five years on roll. Of these 14 receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The nursery employs 13 members of staff. Of these, 11 hold appropriate early years qualifications and two are working towards a qualification. The setting is registered on the Early Years and Childcare Registers.

Overall effectiveness of the early years provision

Children have many good opportunities to learn about the world around them and each other, through planned activities around diversity. Children celebrate festivals throughout the year, they use play resources promoting positive images of all kinds of people in society. Children are surrounded by posters in the environment promoting equality, for example people from all around the world. Children's individual needs are met as staff gain relevant information from parents about their child and through daily interactions and observations and assessments.

Staff work with other professionals to support children with learning difficulties, they have good systems in place to observe, monitor and inform parents about their child's needs. Policies and procedures are reflective of the practice carried out by staff on a daily basis. This ensures the nursery is welcoming and inclusive. Improvements have been made since the last inspection, the manager has addressed recommendations made and improved children's opportunities to learn about the wider world and robust systems are in place to ensure continuous staff vetting procedures.

The manager has begun reflecting and monitoring new systems for self-evaluation of the setting and identified areas that need improving and areas that are strong. Therefore good understanding and knowledge of where weaknesses and strengths are supports continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop and plan appropriate play and learning experiences based on the children's interests and needs.

The leadership and management of the early years provision

The manager is very clear and focused on developing systems for self-evaluation, she has put in place written ideas and action plans to further develop practice. Feedback from parents is used to make improvements to the service offered, therefore developing good partnerships with parents. Staff undertake regular training that is relevant, such as child protection and first aid. Through regular staff meetings staff discuss and feedback on ways to develop practice. The manager is undertaking an Early Years Childhood degree, therefore improving her knowledge of childcare and education. All required documents are in place, including policies and procedures, and written information for parents, which is clear and detailed. Staff are suitably qualified and deployed well across the nursery to meet the needs of the children.

Risk assessments are detailed and in place across the setting, these are carried out each morning by staff before children arrive, these records are accessible in each playroom and have been signed by staff. There are a large range of play resources available which support the development of children, these are age and stage appropriate, safe and easily accessible, as well as being fun and stimulating. Parents have access to a good range of information about their child, each child's folder contains observations, assessments, photographs, children's work and evidence of progress. Parents are asked to share information about their child when they start. The nursery has strong relationships with parents and involve them by asking them for their views through parents' questionnaires.

The nursery works closely with other agencies to meet the needs of individual children. Children learn about safety through boundaries of behaviour and topics around safety. Children are safeguarded well, all staff have undergone suitability checks and systems are robust to ensure ongoing staff suitability, children are always supervised by staff. All records of accidents, administration of medication, and consent for emergency medical treatment are in place. Procedures for sickness are in place to protect children from risk of infection. All staff are first aid trained and the first aid box is fully stocked. Staff have a good understanding of child protection issues and are able to observe, identify possible signs and symptoms of abuse and make necessary referrals.

The quality and standards of the early years provision

Children learn about road safety as part of the Transport theme, therefore children learn how to be safe when crossing roads and, how to be safe when outside. Children have opportunities to develop their creativity through excellent play opportunities in this area. For example, children sit in large cardboard boxes and pretend to be at sea, very good staff interaction supports the development of their imagination through good questioning techniques. Children further develop creativity through very good activities set out in the garden. Children paint on the walls, they mould and make patterns in the corn flour, they play with the sand and water and have lots of fun as well.

Children develop physical skills as they ride bikes in the garden, they have access to a good range of large play equipment and use the garden everyday, so are out in the fresh air and learn about being healthy. Children also take part in exercise each morning in the play rooms. They listen to and dance to music, they learn to hop, jump, skip, do star jumps and move to the rhythm of the music. Children have good relationships with each other and adults, every morning children have breakfast together and play in the same play room before going into their age appropriate rooms. Therefore, children play with children older and younger than themselves and get to know all the children in the nursery. Children are confident and eager to talk, as they take part in role play activities. They learn by having good role models, as staff interact well with them and each child is allocated a key person. Children behave well, they share and take turns in all activities, therefore the nursery environment is a happy learning environment.

Children are confident communicators, they speak and listen well, small babies communicate with gestures such as smiles and looks of curiosity. Children handle books and listen to stories read to them by staff, they show they can follow the meaning of the story by answering staff's questions. Children mark make using pens and pencils and paint, plenty of print in the environment supports children's understanding that print carries meaning. Children learn to sign and practice everyday, so learn other forms of communication. Children learn problem solving, reasoning and numeracy through number games and counting. Children develop knowledge and understanding of the world as they learn about different types of transport and make visits into the local community, and visit places such as the museum. They travel on local transport and learn about time. They use the garden to grow plants and learn about living things. Staff carry out observations and assessments on children across the areas of learning, however, observations of children's interests do not always support planning. Children are happy and stimulated throughout the day and have many opportunities to learn.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.