

Sallywags Children's Centre

Inspection report for early years provision

Unique reference number

EY256303

Inspection date

09/04/2009

Inspector

Sarah Gilpin

Setting address

11 Moncrieffe Road, Sheffield, South Yorkshire, S7 1HQ

Telephone number

0114 2582283

Email

louise@sallywags-nursery.com

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 Children's Centre opened in 2003. It is located in a large detached building in the Nether Edge area of Sheffield. It is close to local amenities, serving the local community and surrounding areas. The nursery has six playrooms including out of school area, kitchen, meeting rooms, office and storage space. There are two secure outdoor play areas available to the children. The building has disabled access. The nursery is registered to care for 74 children in the early years age group. The setting offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 74 children on roll who attend for a variety of sessions. The setting provides support for children with learning difficulties and disabilities and for those children who speak English as an additional language. The nursery is open 07.30 to 18.30, Monday to Friday all year round. Twelve staff work with the children, eleven hold early years qualifications and one member of staff is working towards an appropriate level three qualification. The nursery employs a specialist music teacher plus ancillary staff. The setting receives support from the local authority community teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff recognise the uniqueness of the children in their care and work hard to meet their individual needs. The children make good progress in their learning given their starting points because staff plan effectively for their individual learning. Clear systems are implemented by the staff to ensure that children's wellbeing is maintained and that they are safeguarded. Positive relationships are forged with parents and carers, although their views on the care and education provided are not routinely sought. There are good links with the schools the children move on to and this promotes a smooth transition to the next stage in their education. Recommendations from the last inspection have been dealt with and the process of self-evaluation ensures that priorities for improvement are identified.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for observing what the children know and can do, cross referenced when possible to ensure all aspects in their learning are included and carefully monitor the assessment records to promote consistency
- consider ways of seeking parents views and involving them in the development of the provision for their children.

The leadership and management of the early years provision

There is a good array of policies and procedures, which staff implement to ensure the health and safety of children is promoted effectively. For example, clear risk assessments of the premises and outings means that potential hazards are identified and minimised. In addition, the safeguarding procedure is clear and reflects the guidance from the local authority, and staff have an awareness of the procedures to follow should concerns be raised, which ensures that children are protected. There are robust procedures for the safe recruitment, vetting and induction of staff and this means that children are cared for by adults that are suitable to do so. The majority of staff are qualified to NVQ level 2 or 3 and demonstrate a good understanding of how young children learn. Annual appraisals and a skills matrix are used to identify training and development needs and staff are encouraged to cascade what they have learnt, all of which keeps the staff team up to date with changes in practice and leads to improvements within the provision. There is a systematic approach to planning for children's individual learning, through the observation of what the children do and identification of the next steps in their learning. However, this and the completion of assessment records is somewhat inconsistent across the staff team, which has not been identified through regular management monitoring.

Parents share their positive experiences of the care their children receive, they are very complementary about the support given to their children in particular those who are experiencing difficulties. Staff actively engage with other professionals involved in the care of the children, for example they attend review meetings and seek additional training when necessary in order to meet the individual needs of the children. There are some systems to seek the views of parents and carers, such as verbal exchanges as the children arrive and depart. However, there is no method to survey the parents views of the care and education to ensure they can contribute to the evaluation and development of the provision.

The staff team have been working together to evaluate the provision for children and have begun the process of completing the Ofsted self-evaluation form. The recommendations from the last inspection have been effectively addressed leading to improvements for the children, for example, the snack time session for the older children is now self-service and has increased their independence, all of which demonstrate the nursery's ability to continually develop. The management have a clear vision on how to improve outcomes for children and have highlighted developing the outdoor area to promote easy access for the pre-school children and plan to review the way transitions within the setting are managed. There are good links with the schools children will move on to and the staff team recognise the benefits of working with other professionals in order to promote a consistent approach.

The quality and standards of the early years provision

Children enjoy their time in the setting, they are busy and on task for much of the day and have a positive approach, eagerly engaging in a variety of play and

learning experiences. For example, they actively engage in the planned music and movement session, they show some awareness of the names of music notes and can select from a variety of musical instruments, such as a tambourine and claves, when instructed. This demonstrates their skills in communicating and how they enjoy joining in activities. There is an abundance of instruments, which means the children can all have a set of their own and they eagerly share and take turns when playing the big drum, showing they can work harmoniously together. Children move rhythmically when they dance and march to the music and move their bodies during action rhymes. The staff use musical activities to promote the older children's awareness of colours and numbers. The children cooperate very well together with the playdough, they share ideas and listen to one another as some children offer elaborate descriptions of the features of characters from favourite books, which they recreate with the dough. Children remember past events and through their conversations show a well developed vocabulary. They engage staff in conversations as they play together, they talk about feeding their babies and use their own experiences to act out putting them to bed. The key person system works well, babies and younger children are comforted by familiar staff when they find leaving their parents difficult and this helps them to feel secure in their surroundings. The planning for their learning ensures that their interests are carefully considered, for example messy play is a regular feature for the younger children, who like to explore the way 'gloop' moves in their hands. Large cardboard boxes are very popular with the younger children who build towers by balancing one on top of another.

Good hygiene routines are followed at meal times to ensure that children are developing their understanding of suitable hygiene practices. Meal times are vibrant and social occasions where the children sit and chat to their friends while they enjoy their food. They like foods such as, pasta bolognaise and flapjack and custard, helping themselves to seconds and then clearing away their plates once they have finished. Their independence is further promoted because they pour their own drinks and self serve their snack. They have many opportunities to be active, through planned music and movement activities and regular access to the garden, where there is a good range of resources for climbing, balancing and practicing ball skills. Their awareness of their own and their friends safety is developing through the careful reminders from staff when they move around the nursery, in addition the regular fire evacuation practices ensure staff and children can deal with emergency situations.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

There have been no complaints made to Ofsted since the last inspection.

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.