

Scallywags Day Nursery

Inspection report for early years provision

Unique reference number EY294872
Inspection date 17/09/2008
Inspector Heidi Falconer / Emma Bright

Setting address Westwick Farm, Westwick, Oakington, Cambridge,
Cambridgeshire, CB24 3AR

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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 Day Nursery (Westwick) is one of two nurseries owned by Countryside Day Nurseries Limited. It is located in the village of Westwick, near Cambridge. There are several fully enclosed play areas for outdoor play.

A maximum of 137 children may attend the setting at any one time. There are currently 179 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 31 children receive funding for early years provision.

The setting currently supports children with learning difficulties and/or disabilities, and has procedures in place to support children who speak English as an additional language. The provision operates at ground floor level and is easily accessed.

The nursery is open all year round from 08:00 to 18:00, Monday to Friday, with the exception of some public holidays.

The setting employs 30 members of child care staff. Most of these have appropriate child care qualifications to at least Level 2 and four are currently working towards a qualification.

Overall effectiveness of the early years provision

Staff promote all aspects of children's welfare and most aspects of learning successfully. Children are safe and secure at all times and enjoy learning in a very child-centred environment. Good partnership with parents, the local school and other agencies is a strength of the setting and contributes to ensuring that the needs of all children are met, and they get any additional support they need. This means that all children make good progress, given their age, ability and starting points. The system for self-evaluation by the manager and staff team is generally effective in identifying the areas for improvement. As a result, any areas for future development are identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- continue to develop children's assessment records, so that they can be used effectively to identify next steps and build upon what children already know
- continue to develop activities and everyday routines to enable all children to benefit from the rich learning experiences indoor and out, so that they are encouraged to be independent and have opportunities to express their creative ideas freely
- continue to develop systems for self-evaluation to ensure that individual needs of all children continue to be met.

The leadership and management of the early years provision

The provider and manager are very committed to improving the provision and work closely with the staff team. For example, staff feel that they are encouraged to share their ideas and that their views are listened to and acted upon. Children have benefited from the recent developments at the setting such as the introduction of eleven chickens, which they help to feed each day. However, at times the facilities are not used to their full potential. Progress since the last inspection has been good and the setting has a good capacity to improve.

Good safeguarding policies and procedures are in place and effectively implemented to ensure that the children are well protected. For example, robust procedures for the recruitment and induction of staff are followed.

Information about children's progress is shared with parents and carers regularly. Formal meetings and social events are arranged throughout the year, giving parents and staff good opportunities to share what they know about the children. Communication books are currently being introduced to give all parents an insight into children's daily lives at the setting. Good information is gathered from parents and carers about children when they start at the nursery. This includes essential information about children's cultural or religious background, language spoken at home and their starting points.

The quality and standards of the early years provision

Children are provided with a good range of activities which enable them to make good progress across all areas of learning and development. Planning is in place in each room and staff are clear about what the children learn from these activities. Room bases are busy and children are interested in the wide range of activities on offer. There is a warm rapport between the children and the staff which produces a secure and fun learning environment for all children. Staff carry out regular observations of the children as they play, these assessments are used to inform future planning but do not always effectively identify next steps so that activities meet all children's individual needs.

Staff successfully adapt most activities to meet the needs of the children, often following lines of enquiry generated by the children themselves. For example, as children excitedly run into the field they collect conkers, feathers and crispy leaves. Staff developed the children's interest in these objects by later using them in a painting activity. As children took part in this activity staff asked the children questions to help them think about what they were seeing, feeling and painting. Children have daily access to a variety of resources which help them to explore different materials. For example, whilst older children pretend to make 'curry' from shaving foam mixed with oats, younger children enjoy playing in trays of corn snacks. However, at times, staff are too focused on the outcome of art activities and over-direct children's efforts. Children have many opportunities to find out about and identify living things. For example, they have areas for growing and they help to take care of the setting's chickens and goat. As children look for eggs they exclaim

'there's none today'.

Children are learning how they can keep themselves safe at the setting. Fire plan notices are displayed at their height and children talk about why they have to stop, look and listen for cars before they cross the car park to go the field. Children's safety is supported further by the regular risk assessments which are effective in identifying and minimising potential hazards. Staff are adept at promoting children's good health. Effective systems are in place to ensure that medication is recorded and administered appropriately, and that a record is kept of all accidents. Staff are comforting and sensitively reassure children after they have had an accident at the setting. Children enjoy outdoor play, however at times the use of the outdoor area is restricted by routines of the session.

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

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 that required the provider to take action.

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.