

Scallywags Day Nursery (Girton)

Inspection report for early years provision

Unique reference number EY297989
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Inspector Heidi Falconer

Setting address Scallywags Nursery, 48 Cambridge Road, Girton,
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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 (Girton) is one of two nurseries owned by Countryside Day Nurseries Limited. It is located in the village of Girton, near Cambridge. There is an enclosed play area for outdoor play. A maximum of 37 children may attend the setting at any one time. There are currently 55 children attending who are within the Early Years Foundation Stage (EYFS).

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 from the ground and floor of a converted house. The baby room upstairs is accessed by stairs.

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 eight members of child care staff. All of these have appropriate child care qualifications to at least Level 2.

Overall effectiveness of the early years provision

Children are happy and their individual care and learning needs are supported appropriately in most areas. The key person system and effective partnerships with parents ensures all children are included and that any additional needs are known. All staff have a positive attitude towards improving the quality of the learning offered to the children and they are keen to improve and develop their systems for planning and assessment.

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 system for self-evaluation, to identify strengths and ensure that action is taken to address weaknesses and areas for improvement such as the organisation of resources
- develop staff's awareness of safeguarding procedures with particular reference to knowing how and where to refer concerns
- improve planning and assessment procedures, ensuring that assessment records give an accurate reflection of each child's progress in all areas of learning, and are used effectively for planning children's next steps in their learning
- develop strategies for children to use their home language in their play and their learning
- ensure that art activities give children opportunities to experiment freely and be creative.

The leadership and management of the early years provision

Children are generally well safeguarded. Staff have a generally sound understanding of safeguarding children issues. They are aware of some signs and symptoms of abuse. However, they are not all confident in how they would implement the setting's safeguarding children policy in the absence of the management team. This could cause a delay in a referral being made. Robust recruitment and vetting procedures are in place to determine the suitability of the staff who are employed to work with the children. Good security measures are in place to ensure that children are kept safe. For example, codes are needed to access the premises and staff check the identity of any visitors.

The provider and the management team are committed to improving the setting. They are using a quality framework as a means of self-evaluation and have started to identify areas for improvement. For example, they have identified that the layout of some of the rooms could be improved to create more play and learning opportunities for the children. The management team are starting to put strategies in place to improve identified weaknesses. Views of parents are gathered through questionnaires and the responses are also used in the evaluation process.

Staff establish sound working relationships with parents to support them in meeting children's needs. Staff generally use this information well, however, they miss opportunities to support children who speak English as an additional language. Parents are provided with clear information about the setting and are kept informed through daily communication with staff, newsletters, displays and the setting's web site. Policies and procedures are readily available to parents on request.

The quality and standards of the early years provision

Children are provided with a suitable range of opportunities to help them make progress in their learning. However, few staff at the setting have received training on the Early Years Foundation Stage and as a result lack confidence in implementing it. A new system for planning has recently been introduced, however, it is not consistently implemented. For example, whilst planning is on display and used by staff working with the younger children, it is not always completed or available to staff working with the older children. Staff make observations of children's progress and record these in the newly developed assessment books. However, children's starting points are not clearly identified, which makes it difficult to evaluate their rate of progress. Additionally, children's progress in some areas of learning is not recorded. As a result, these assessment records hinder staff in planning ways to best support each child's progress.

Children enjoy the activities on offer, and often initiate their own games by accessing resources freely for themselves. For example, older children take out dolls and start to engage in imaginative play together. As they wrap up dolls in blankets they say 'now my baby is cosy'. However, at times the routine of the day

such as tidying up for snack, does not allow children sufficient time to complete their activities which limits their learning. Children's speaking and listening skills are developing well. Staff working with babies talk to them about what they are doing which helps them to link words to actions. For example, they tell babies when they are going to take them and have their nappies changed and they talk to them whilst feeding them. Babies visibly enjoy these interactions and respond with smiles and babbling noises to the staff, with whom they have built close relationships. Children listen well to stories, particularly the younger children as staff know them well and pick books which maintain their interest.

Staff ask questions which encourage the children to think and to introduce them to mathematical concepts. For example, when there are not enough cups on the table they ask the children 'how many more do we need?'. However, on occasions, staff do too much for the older children such as over-directing them in craft activities, and pouring drinks at snack time. This limits children's independence and the opportunity for them to be creative and experiment. Babies thoroughly enjoy sensory play, climbing in and out of trays of oats, sprinkling them through their hands and pouring them on the floor.

Good attention is paid to promoting children's good health. All snacks and meals are freshly prepared and time and consideration is given to ensuring that these meals are balanced and nutritious. The setting support and promote the 'Stop the rot' campaign by limiting the sugar in the food provided and by helping the children to develop good teeth brushing habits. As children sit at the snack table they engage in conversations with staff about foods which are good for them. Risk assessments and staff's awareness of potential hazards are effective in keeping children safe. For example, staff are particularly vigilant in ensuring that the gates are kept closed to prevent young children accessing the stairs. However, staff do not fully consider the implications of some of the safety measures that are in place. For example, at times the baby room can become cool as the radiators are turned off during the day. Children enjoy energetic games during 'Leaps and Bounds' sessions. They practise rolling and climbing in and out of hoops which helps to develop their co-ordination and sense of space. Outdoors children ride tricycles and use resources for balancing and climbing to promote their large physical skills.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.

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.