

Scallywags Parent Run Nursery

Inspection report for early years provision

Unique reference number EY302659
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Inspector Vivienne Rose

Setting address The Canal Club, Wellington Estate Community Hall,
Waterloo Gardens, London, E2 9HP

Telephone number 020 8980 3666

Email

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).

Description of the setting

Scallywags Parent Run Nursery opened in 2005 and operates from two rooms in a refurbished building with access to toilet facilities, kitchen and an office space. It is situated in Bethnal Green in the London borough of Tower Hamlets. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09.30 to 13.15 for 43 weeks of the year. There is access to a secure, outdoor area for play.

There are currently 23 children aged from 22 months to four years on roll. Of these, five receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work in or around the area. The nursery supports children with learning difficulties and/or disabilities, and those who speak English as an additional language. The nursery is registered on the Early Years Register.

The nursery employs three members of staff. Two of the staff, including the manager, hold appropriate early years qualifications.

The nursery is managed by parents. They work alongside staff on a rota system to support the group on daily basis.

Overall effectiveness of the early years provision

Staff in the nursery identify individual learning needs and interests of the children to support their learning and new methods are being introduced into the setting. However, plans are not always sufficiently evaluated to see where learning intentions have been met.

Staff work closely with parents to provide an inclusive environment for children with additional needs. Staff meet regularly with parents and carers to discuss their practise, however, the setting has not yet set up a system for self-evaluation. Children benefit highly from the involvement of parents in the day to day running of the group. However, some procedures for safeguarding children are not effective in identifying potential risks to children.

What steps need to be taken to improve provision further?

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

- meet the recommendations of the environmental health officer with regards to the preparation of food for the children
- develop systems to identify strengths and areas for development to raise the quality of care and education
- continue to develop the systems for observation, assessment and evaluation for planning children's next steps; maximise the opportunities for children to listen to stories and to learn that letters carry meaning.

To fully meet the specific requirements of the EYFS, the registered person must:

- providers must not allow people whose suitability has not been checked to have unsupervised contact with children who are being cared for (Suitable people)

22/01/2009

The leadership and management of the early years provision

Staff are effectively deployed to promote the welfare of children and children are happy and settled in the warm, caring atmosphere created by staff. There are satisfactory procedures in place including daily risk assessments in all areas of the setting, which safeguards the children. However, the systems used to evaluate practice and how procedures are implemented has weaknesses. For example, the policy for the supervision of daily parent volunteers. This puts children's welfare at risk. The manager has a clear role and provides hands on support for staff. However, there are no clear procedures to evaluate staff strengths and development. Both permanent staff members hold current first aid qualifications, which ensures children's welfare is supported should an accident occur.

The setting does not regularly self-evaluate to help them identify where they are doing well and where they may need to improve. However, the setting has made some progress in making organisational improvements since the last inspection, including the use of the outdoor area on a daily basis and access to an office space. Parents are very involved in the setting's day to day routines and practice and discuss their child's needs informally each day. However, there are limited opportunities for parents to have any formal input into their child's record keeping and developmental progress towards the early learning goals.

There are systems in place for parents to provide and prepare lunch for the children on a rota basis. However, this system lacks clear guidance to ensure that environmental health requirements are met with regards to the good health of children. For example, when food is prepared at home which is then transported to the group. Parents are kept well informed about the activities provided for the children and regular emails are used to communicate between them and the setting, which keeps them up to date with changes. Links with other professionals who support children with additional needs are in place. Generally policies are clear and staff implement them effectively. However, some policies are presently being revised, this includes the procedure for safeguarding to meet the requirements of the Local Safeguarding Children Board. Staff are clear about what to do if they have concerns about a child regarding child protection and how to record incidents to protect their welfare.

The quality and standards of the early years provision

Children are making good progress in their learning and development considering their ages and starting points. Good photo displays of children with descriptions about their individual likes and dislikes help the staff to know them well. For

example, a child who likes 'looking at books' helps staff to focus on her interests. Staff are beginning to develop a new system for observation and planning for children, however, this is not yet fully in place to ensure that outcomes for children are fully met. Planning of activities provides children with a suitable range of activities and experiences which generally cover the key areas of learning. However, planning does not clearly show how learning intentions are going to be achieved. This does not help staff recognise where they have been successful in promoting learning, and where aspects require improvements. However, overall the uniqueness of each child is recognised and supported by staff. Children are very sociable, independent and focused in their play.

Children enjoy their small language groups when they identify the animals and learn new words such as 'Armadillo' and 'Ostrich'. Easy access to mark making materials encourages the children to begin to use pencils and to develop their writing skills effectively. They enjoy listening to stories in small groups and enjoy the 'Gruffalo' story and their eyes widen and they listen with wonder when they learn he has 'terrible claws'. Staff talk and listen to children, which encourages them to express their own ideas and challenges their thinking very well. All children sing songs and rhymes with great enthusiasm and the use of musical instruments helps them to express themselves and have fun. However, older children have limited opportunities to learn the sounds of letters and words to support their familiarity with the alphabetical code. Children help themselves to resources which are easily accessible at low-level to encourage their independence and choice. A creative activity, such as drawing around a staff member laying on the floor, stimulates their imagination and precision skills. They paint using large brushes and use a variety of media, to make shapes including using wheeled toys and stamps to print. They enjoy the shoe shop, which encourages their understanding of problem solving when they use rulers to measure around their feet and talk about their boots being too big or too small and the fact that 'these boots are too small for me'. Children learn about the world around them when they play with sand, talk about dinosaurs, and take part in projects about 'me and my family' to support their understanding of self and their place in the world. Children behave well when they help to tidy away, wash their hands before lunch and snack; they understand that they need to share and make a space for others when they sit at story time and to look after books in the book corner when they are placed on the floor.

Children enjoy manoeuvring bikes in the outdoor area and when they climb and use the play tunnel indoors to develop their physical skills and self-esteem. Activities such as using cutters, punches, Sellotape, making the dough and using puzzles, help children to develop their finer mark making 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?	2
How well does the provision promote inclusive practice?	2
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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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 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.