

# Sallywags Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY216154
<b>Inspection date</b>	14/01/2009
<b>Inspector</b>	Kusum Trikha

<b>Setting address</b>	Buckland Infant School, Berryscroft Road, Staines, Middlesex, TW18 1NB
<b>Telephone number</b>	07931 341002 Lori
<b>Email</b>	
<b>Type of setting</b>	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 Nursery is situated in the grounds of Buckland Primary School. It is a purpose built unit established since 2002. It is registered to care for 30 children aged two to under five years. It serves the local community by offering flexible provision as some children can stay from 9.00 am to 3.00 pm and others attend a morning session from 9.00 until 11.45 a.m. The younger children attend the afternoon session from 1.00 until 3.00 pm. The school has a good transition programme in place through which younger children's hours of stay are gradually increased to enable them to cope with the extended provision.

The Nursery is registered on the Early Years, Compulsory as well as the Voluntary Childcare registers. Currently, the setting has three children who are learning English as an additional language and five children who have a learning difficulty or disability. There are nine members of staff and, out of these, eight have a recognised early years qualification. The Nursery receives support from an Advisor from the Early Years Childcare Service and has close links with Buckland Primary School.

## **Overall effectiveness of the early years provision**

The Nursery meets the individual needs of children well through one-to-one and small group support. All children feel included and staff ensure that all children make good progress in their learning and development. There are rigorous procedures for safeguarding and promoting the welfare of children. There is an outstanding partnership with parents, and very good liaison with other agencies in supporting children with learning difficulties and disabilities. School self-evaluation procedures are effective and staff strive for excellence in all areas of work. However, a whole setting policy to develop the language of children who are learning English as additional language is not yet in place.

## **What steps need to be taken to improve provision further?**

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

- keep a record of health and safety risk assessments carried out to safeguard children (safeguarding and welfare)
- develop a whole setting policy on meeting the needs of children who are learning English as additional language (educational programmes)

## **The leadership and management of the early years provision**

The managers are highly enthusiastic and passionate about maintaining high quality provision for young children. All the necessary checks are made to ensure that staff who are recruited are suitable people to work with young children. All staff ensure that children are properly safeguarded and they work effectively to

promote children's welfare and enhance learning. For example, the special educational needs coordinator has put in place excellent procedures for monitoring the progress of children with learning difficulties and disabilities.

There is a good system for monitoring the use of learning resources and the adult-child ratio is good. Staff work successfully to meet the individual needs of children and there is regular liaison with parents and carers at the beginning and end of each session. Records of learning and development and safeguarding policies are kept and used well as working tools. Health and safety checks on premises, play environment and equipment are carried out daily. However, these checks are not recorded properly in terms of when and by whom they have been checked. The setting's self-assessment is good and identifies clear priorities for improvement. This means it has good capacity to make further improvements.

## **The quality and standards of the early years provision**

Children make good progress towards the early learning goals as staff observe and record children's progress and identify next steps in learning. The practitioners continually seek information from the parents and this helps them to understand the individual needs of children well. Children have good access to suitable activities indoor and out. Staff talk frequently to children, extending their knowledge and understanding through skilful questioning. For example, in an outdoor session in which children were being builders on a construction site, the member of staff gave the word 'cement' as children laid bricks by joining them with sand and water. The children wore helmets to keep themselves safe on the building site they had created in their play.

Children develop a very good understanding of healthy lifestyles and have good opportunities to play out in the fresh air. They learn about different types of fruit and healthy eating and gain first hand experience of cutting and eating fruit under the supervision of staff. Children's future economic well-being is developed well, for example, through their good speaking and listening skills and by counting objects they use in their play. Children learning English as additional language are encouraged to take part in all the activities. However, the staff sometimes miss opportunities to extend their speaking and listening skills in English. There is scope to improve this aspect of planning to fully meet the needs of children who are in the early stages of learning English.

Children develop their skills in information and communication technology well. For example, they use the age appropriate computer programs such as 'painting pictures' competently, and show good mouse control.

Throughout the Nursery, there are good examples of children developing as independent learners by choosing their activities and concentrating well. Through adult led activities they develop skills of counting and naming shapes. They have fun in dressing up and make music using a variety of musical instruments, which greatly helps their creative development.

Children enjoy listening to stories and acting them out. For example, a group of

children happily listened to the story of Three Billy Goats Gruff, and took it in turn to act out their parts with the help of an adult. This developed their understanding of stories well, as well as their speaking, listening and social skills.

The rich learning environment enables children to access a variety of interesting activities that develop their confidence and understanding in all areas of learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.