

Scallywags Day Nursery

Inspection report for early years provision

Unique reference number	650124
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Inspector	Lynn Amelia Hartigan
Setting address	48-54 Church Street, Bocking, Braintree, Essex, CM7 5JY
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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 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, Essex Limited is privately owned and managed. It opened in 1989 and operates from a purpose built nursery in Braintree, Bocking. A ramp to the hall entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 87 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07.00 to 19.00 all year. Scallywags nursery also has a separate pre-school unit within the grounds that operates term time only, from 09.00 until 12.00. In addition a breakfast club operates from 08.00 until 09.00 and after school club offering care to school children aged between five and 14 years. Currently there are 52 children on roll. The club operates from 14.45 until 18.30, term time only. A holiday club runs during school holidays from 08.00 until 18.30.

There are currently 108 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered by Ofsted on the Early Years, compulsory and voluntary Childcare Registers. There are 25 members of staff, including the manager, of which 15 of the staff hold appropriate early years qualifications. Four members of staff are currently training.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is also good. Children are extremely settled, happy and confident as all the staff team ensure their individual needs and requirements are supported exceptionally well within a happy, fun and inclusive environment. Some good opportunities for communication and partnership with parents enhances the children's time at the setting. Staff members are committed with regard to inclusion and endeavour to support each child's individual needs and interests. Good and effective systems for self-evaluation are beginning to be developed to ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- develop further the educational programme to make full use of the outdoor environment to deliver a range of learning opportunities
- ensure self-evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children.

The leadership and management of the early years provision

The owner, manager and the whole staff team are dedicated and committed to developing the nursery and provide a high standard of childcare and education.

The provision of some good policies and procedures which underpins the settings practices are offered to the parents to ensure they are informed with regard to the nursery and out of school club procedures. These have very recently been reviewed to ensure they are up-to-date with current legislation. Staff are committed to working in partnership with parents and carers and are making some good attempts to involve parents in their children's learning. Parents are encouraged and supported to contribute to their child's development as staff are on hand daily to give verbal feedback. The nursery operates an open door policy and parents can also chat with the management at any time. In addition, parents can view their children's files and development records on request and are able to add comments to their child's individual play plans. Anxious or worried parents who wish to call the setting regarding their children are able to speak directly to their child's key worker.

The staff team endeavour to form good links with the local primary schools and local pre-schools that children also attend. They hope this can develop further to ensure a consistent approach for the children. Children also have many opportunities to meet people from the local community, such as, the local firemen/fire station and the Chinese take away, who supply food and resources for the children during the Chinese new year celebrations.

Good procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by mostly qualified and/or experienced staff. An informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Risk assessments are regularly completed to ensure the environment and activities both indoors, outdoors and on outings remain safe for children, these also include stringent procedures for transport with regard to the out of school club.

Evaluation of the provision enables staff to identify areas for improvement and a self-evaluation document and action plan are now in place. However, these could be developed further to ensure the impact on the outcomes for children are detailed when identifying areas for improvement. Consideration is given to the views of the children, parents and staff to ensure a quality service is provided. Parents speak positively about all aspects of the service provided.

The quality and standards of the early years provision

Children are able to play and learn in bright child-friendly and welcoming playrooms. All staff have a good understanding of child development and how children learn and are particularly knowledgeable about the children in their care. Equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy calm atmosphere throughout the sessions in all rooms.

Children are provided with a good range of play and learning opportunities as staff use their knowledge to support the children's interests. For example, children find frogs in the garden, staff help the children discover and understand about the life

cycle of a frog as a result. Very young children who enjoy playing with balls are offered balloons to explore different tactile feelings. Babies giggle and it is a delight to watch them play together exploring the sensory bottles and treasure baskets. Children request to make dough and have great fun adding glitter to their mixture.

Children are mostly able to independently access the selection of resources as they are easily accessible in named trays and boxes at the children's level. This enables them to make choices and direct their own learning and play. Children confidently select or request toys of their choice and they are respectful of the toys, happily packing away after themselves, even very young children. As a result children are happy and enthusiastic to learn. However, some resources and activities are not always as inviting as others, for example the imaginary play areas and book corners.

Staff are totally committed to providing a fun, happy environment for the children. Every member of staff is attentive, respectful and listen to the children. As a result children appear confident and are developing good self-esteem. A good process is now in place to ensure assessment, observation and planning for the next steps of learning. Careful planning ensures differentiation, ensuring more able children are sufficiently challenged, and all children are supported. Target tracking is used within the pre-school and staff speak positively of this system. Parents are involved in the initial assessment of their child to establish their child's interests, likes and dislikes. Parents are provided with a prospectus and regular newsletters informing them of the activities and terms themes. A very informative reception area is accessible to the parents and there is good information displayed with regard to the EYFS. Regular open evenings are also available to the parents and staff are able to explain in detail about the EYFS and how their children are learning through their play.

Children are able to lead their own play and request resources. Free-flow play from indoors to outdoors is in the early stages of being introduced as two enclosed outdoor play spaces are available. The nursery is on two levels and therefore children are not able to access outdoor play opportunities throughout the day. However, staff are vigilant when managing the children when accessing the garden. Some good opportunities are available to the children outdoors, as they enjoy playing with the ride-on toys, mark making or climbing in boxes or using the climbing frame. Children proudly show you their pumpkins that they have grown from seeds.

Plans are in place to develop the garden further, this will greatly enhance the children's time outdoors. Developing further activities and opportunities outdoors that cover all the six areas of learning are yet to be included within the daily plans and this will have a positive impact on the children's learning opportunities.

Children's health and welfare are promoted well. Children are able to independently access the bathroom. They are now able to access drinking water throughout the day and enjoy an abundance of tasty nutritious snacks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share snacks and meals. The nursery has been awarded a five star

rating from Braintree council with regard to food and hygiene and all meals are freshly prepared daily by the nursery cook.

Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful toward the children. As a result children's behaviour is very good.

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

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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