

Scallywags Nursery

Inspection report for early years provision

Unique reference number	400266
Inspection date	12/05/2009
Inspector	Kate Pringle

Setting address	C/o Roseberry Community Primary School, Roseberry Crescent, Great Ayton, Middlesbrough, Cleveland, TS9 6EP
Telephone number	07754 426624
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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).

Description of the setting

Scallywags Nursery opened in September 1992 and is a privately run nursery. It is located in Roseberry Community Primary School in the village of Great Ayton, in North Yorkshire, and serves the local and surrounding area. The nursery has use of a classroom in the school with hygiene facilities and the use of an area for outdoor learning. It operates Monday to Friday during school term time from 08.00 to 18.00. Nursery sessions are from 09.00 to 11.30 and 12.30 to 15.00, and wrap-around care can be provided between the hours of 08.00 to 09.00, 11.30 to 12.30 and 15.00 to 18.00. At any one time, a maximum of 26 children may attend the provision. There are currently 34 children on roll aged three and four years, of whom 31 are in receipt of nursery education funding. There are procedures in place to support children with learning difficulties and/or disabilities and English as an additional language. There are six part-time staff employed, of whom two hold NNEB and BTEC, one is a qualified teacher, two are qualified at National Vocational Qualification level 3 and one holds National Vocational Qualification level 2. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. It is an inclusive and welcoming environment which encourages children to be independent learners. All children are confident and secure, which enables them to make rapid progress in their development and learning. The outside environment is exciting with wide-ranging opportunities for children to investigate and extend their development in all aspects of learning. Staff work exceptionally well together to ensure that self-evaluation is a means to further improvement of the nursery. It correctly identifies areas of strength and is very well placed to support improvements for its continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further refine the assessment system to record the overall progress made by different groups of children from entry point to leaving the setting.

The leadership and management of the early years provision

The quality of the provision is monitored exceptionally well with the full involvement of all staff. The commitment to developing self-evaluation has correctly identified areas of strength and weakness. The improvements made as a result of this analysis have very successfully developed systems and practice leading to improved provision for children and staff. Training is directly focused upon the developmental needs of the nursery children together with furthering the

professional development of the staff. As a result, practice is up to date and very effectively implemented. Both recommendations from the previous inspection have been successfully met. The staff work extremely well together as a team with a clear understanding of their role and responsibilities. They are diligent in their work and have agreed high expectations which mean children receive exceptionally good care and attention. Requirements are met to ensure children are safe and suitability checks are carried out for staff. Children are made to feel welcome and wanted. Key persons take responsibility for named children and this enables staff to address individual needs. All children are fully included because of the excellent systems in place to gather important information about their individual care needs, routines and interests. Similarly, excellent systems are in place to ensure children with learning difficulties and/or disabilities or whose first language is not English are very well supported. There is an excellent partnership with parents, who are involved in helping their children learn and fully support the setting. Children make very good progress during their time at Scallywags. Although the staff know the individual achievements of the children extremely well, the progress made overall by different groups of children during their time in the provision is not recorded.

The quality and standards of the early years provision

Children's individual needs and interests are central to the promotion of all aspects of learning and welfare. Children are very confident and behaviour is exemplary. They enjoy their learning greatly through a range of play activities in which they share and take turns as they explore the different areas of learning. They select books carefully and happily join with adults and other children to read and count together. They associate their book on tadpoles with the frog spawn outside and can talk about it turning into frogs and shout with glee that, 'they hop!' Other faiths and cultures within the nursery are regularly celebrated and this makes learning a real journey of discovery.

Children are encouraged to take responsibility and they happily help to chop up fruit and set out the registration cards for snack time. They follow established routines and use equipment very safely. Procedures to prevent cross-infection are very good and children are taught very well to manage their own health and hygiene. They understand the need to wash their hands after visiting the toilet and before eating food, and talk knowledgeably that 'germs make your tummy poorly'.

Access to the outside area is somewhat limited as children have to be accompanied. However, as the greater part of learning is child initiated, children only have to indicate to staff that they wish to go outside and the provision is made. The outside area is resourced extremely well with a wide range of exciting and thought-provoking resources. It is very well used. Children thoroughly enjoy the experiences carefully planned for them.

The welcoming and colourful environment supports all children to access to a wide range of high quality resources and activities. Individual programmes engage children as staff record their achievements and talk to children about their interests. As a result, children are independent learners and they make rapid progress. Staff are extremely skilled in questioning children and challenging their

thinking. They share the children's delight in their achievements and this motivates the children to progress even further. Systems for assessing the progress of individual children are well embedded and used exceptionally well to plan challenging activities.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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