

Scallywags Childcare Centre

Inspection report for early years provision

Unique reference number EY384987
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Inspector Brenda Joan Flewitt

Setting address The Wey Valley School Sports College, 436 Dorchester Road, WEYMOUTH, Dorset, DT3 5AN
Telephone number 01305813038
Email enquiries@scallywagsweymouth.co.uk
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 Childcare Centre has been registered at these premises since February 2009, and was previously registered for 20 years at different locations. It operates from purpose built single storey premises situated in the grounds of the Wey Valley School Sports College Campus, Weymouth, Dorset. Children have use of four play rooms, a sleep room, integral toilet and changing facilities for each play room, and three outside play areas. The centre is open Monday to Friday from 07.30 to 18.00 all year round.

Scallywags Childcare Centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 88 children may attend at any one time, of which 54 may be in the early years age range. There are currently 156 children on roll. Of these, 80 are in the early years age range. Scallywags is registered to receive government funding for early education. They support children with learning difficulties and/or disabilities, and children who have English as an additional language. Scallywags also cares for children over the age of eight years. The director employs an overall manager, who has Early Years Professional Status, and 17 staff, most of whom hold early years qualifications to level 3 or above.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is good. Children are well cared for in a very safe and welcoming environment, where staff know them well and value them as individuals. Children are involved in a broad range of activities, both inside and out, that help them learn through play. The positive partnership with parents and connected professionals contributes towards all children being included and making good progress in their learning and development. The effective self-evaluation systems help identify areas for development, which, together with on going staff training, contributes towards clear aims and continuous improvement.

What steps need to be taken to improve provision further?

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

- seek more detailed information about the home language experiences for children with English as an additional language, to further support their development.
- help children to be aware of risks and to consider their own and others' safety, by involving them in carrying out risk assessments.

The leadership and management of the early years provision

Children are cared for by dedicated staff who work well together as a team. They have clear roles and responsibilities and implement policies and procedures

effectively to promote children's welfare and safety. Keeping children safe is given high priority. The security systems are rigorous which ensures that children are protected from uninvited visitors and cannot leave the building unsupervised. Clear recruitment and induction procedures are in place, which check staff suitability to work with children and provide information to them so that they are sure about their role. Staff carry out comprehensive risk assessments which means that all children move around freely and in safety as they play. Effective staff deployment provides good support for children's activities while ensuring they are well supervised. Staff have a secure understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow with concerns. Existing injuries are recorded as routine. All this helps to protect children from harm. Children's health is well promoted. There are strict systems in place to prevent the spread of infection and ensure that young children play in a hygienic environment. For example, outdoor shoes are not allowed to be worn in the baby room. All records to promote children's welfare and development are in place, well organised and completed clearly.

Staff promote positive partnerships with parents. Parents are supplied with comprehensive information about the provision, by way of a prospectus, regular newsletters, displays and a website. There are daily opportunities for sharing information to help meet children's individual needs. For example, for parents of babies there are two-way diaries which record food intake, sleep patterns, achievements and activities enjoyed. Staff have established links with outside professionals, which helps support children with additional needs to ensure they are included and make good progress.

Scallywags have effective self-evaluation methods to help identify areas for improvement, such as further developing the outside area to further promote children's spontaneous choice to play outside. Parents' and children's views are sought and acted upon, which has resulted in children's achievements in the pre-school room being celebrated with 'Wow' vouchers.

The quality and standards of the early years provision

Children are happy, settled and secure. They enjoy the time they spend at Scallywags as they are looked after by caring staff who know them well as individuals. Babies are cared for in bright and comfortable surroundings where their routines are discussed with parents and respected. All children establish good relationships with adults and each other. From a young age they develop confidence in making their needs known, as they can be sure of a friendly response. Children in the pre-school room benefit from staff implementing the 'Social and Emotional Aspects of Learning' scheme, which helps promote their respect and consideration for others. All children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Children have a strong sense of belonging. Siblings see each other at times during the day, which helps them feel secure. Children see many photos of themselves and their art work displayed, which encourages self-worth and being part of a community. Children enjoy taking 'Jessica Bear' home, or on holiday with them, and sharing her adventures with their friends via a diary for photos, drawings and

text, or verbally in a group.

Children participate in a broad range of activities which are planned according to their interests and events in their lives. For instance, children learn about various aspects of France when a child is going there on holiday. Children use a very good variety of resources which are well organised to allow them to select for themselves to extend their own play and learning. All ages explore a good range of materials through messy play, art and craft, or investigating everyday objects in 'treasure baskets'. For example, children mix paints using paintbrushes, or their hands, to make various colours, or when outside, 'paint' objects or patterns with large brushes and water. Toddlers examine dry sand, corn flour mix and paint, and older children enjoy creative activities such as making kites and then testing how well they fly. Most children use language well to communicate, staff have started to learn a few words in other languages to help children with English as an additional language to feel secure. Staff working with babies respond positively to their sounds, acknowledging their attempts to talk, repeating words and describing what is happening to help them learn vocabulary. 'Chatterbox' sessions in small groups are effective in helping children concentrate, listen and learn new words, according to their stage of development. Pre-school-aged children start to recognise their own written names through daily routines, some are writing recognisable letters as they name their own work. Staff have a good knowledge of the Early Years Foundation Stage and how children learn through play. They are developing an effective observation, assessment and planning system which means that children's ongoing achievements are recognised and used to plan for their next steps towards the early learning goals. Staff offer good support for children's activities, offering positive interaction, which helps children develop vocabulary, solve problems and understand the world around them.

Children's healthy lifestyle is well promoted. They learn good procedures for their own personal hygiene. From a young age, children get to know that their hands must be clean before handling food. All children have daily opportunities for fresh air and exercise where they practise large muscle skills. Children enjoy regular walks to various places in their local community such as a farm, play park and around the campus. Children start to make healthy choices in what they eat through discussion, good example and topic work. They learn about changes in nature as they plant and care for vegetables to help them grow. Children learn about aspects of their own safety when they are out and about, which includes safe routines for crossing roads and the dangers of talking to strangers. They do not always have opportunities to be involved in assessing risks on the premises, to further develop their awareness of safety.

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?	1
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