

Skallywags

Inspection report for early years provision

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Inspector Alison Romanczuk

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Skallywags Day Nursery is privately owned by Playdays UK Ltd. It opened in 1997 and operates from three rooms in a church in the Rotherhithe area of the London borough of Southwark. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 52 weeks of the year, except Bank Holidays. All children share access to a secure enclosed outdoor play area. There are currently 52 children aged from three months to under five years on roll. Children come mainly from the local area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 12 members of staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the Early Years Childcare Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes children's welfare and development well and the established staff work well as a team in ensuring children feel settled and well cared for. Staff get to know the children well and provide an inclusive environment that welcomes and celebrates difference. They plan and use resources well to support children's learning and progress. Staff work well in partnership with parents and others to ensure they share information about children's needs and wellbeing. Managers and staff regularly reflect on the service they provide and set achievable aims for ongoing improvement including refurbishments planned to some areas of the building.

What steps need to be taken to improve provision further?

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

- ensure children's health is adequately supported through provision of appropriate hand washing equipment
- ensure staff fully utilise external training to further support provision in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children's safety is well maintained because managers have attended safeguarding training to ensure they know what to do if they are worried about a child and established contacts with the local authority are well maintained. There are effective recruitment procedures in place to ensure that children are cared for by vetted staff. The established and well qualified staff team, many of whom have been with the nursery a considerable time, are well deployed. They work well together with clear roles and responsibilities which help children to settle and feel

secure.

Full policies and procedures in place are inducted to staff through regular meetings to ensure they apply a consistent approach to the nursery aims. As a result, the children play with independence in an environment which is free from hazards and staff are vigilant, for example, about heated radiators which are necessary to keep the large church building at a suitable temperature. Correct procedures are in place for recording accidents and medication, for example, and most staff have an up to date first aid certificate which further safeguards children's welfare. Whilst the nursery has excellent resources available to support children's learning in all areas, in some parts of the building, and most notably the bathroom, facilities do not adequately support children's health.

The setting provides a service that is inclusive for all children and their families and regular observations of the children at play enable staff to provide a full and well supported curriculum. Relationships at all levels are good as a result, and the children are enthused by what is on offer. Those children who may have special educational needs and/or disabilities are welcomed into the nursery and support is gauged from outside professionals to ensure their ongoing progress. Those children who may have English as an additional language receive good levels of support and settle quickly into the routine of the nursery as a result. Parents receive very good information about the setting through one to one meetings, newsletters and the notice board. They are kept up to date with their child's progress through one to one meetings with their children's key person.

Systems in place to underpin the nursery's self-evaluation are effective in identifying strengths and areas for improvement. Managers plan to access more external training which has not as yet been fully utilised. The provider has a clear vision for future development and premises considerations have been given priority for improvement and future sustainability.

The quality and standards of the early years provision and outcomes for children

Children settle well and are able to build secure relationships with staff and each other. Babies attending the group benefit from familiar staff and from the cosy and interesting environment where they can crawl and begin to negotiate the carpet and floor activities. Lots of cuddles and reassurance mean the younger children settle well and are able to seek reassurance when necessary. Children are able to self-select resources and achieve well in all areas due to the experience, good support and questioning from staff. Older children's knowledge and understanding of the world is greatly enhanced whilst using bug boxes, torches and electronic equipment, for example. They self-initiate imaginative play, which is enhanced by the excellent resources available to encourage and engage them and they particularly enjoy cooking and decorating cakes for the group. Children achieve well as they count and problem solve using resource boxes and giant wooden blocks, for example, and sand and water materials fully engage their interest in concepts such as volume and capacity.

Staff get to know the children very well and they plan a variety of experiences which reflect learning in the six areas and that the children learn from and enjoy. For example, children in the toddler and pre-school rooms have access to a variety of dedicated areas such as role play, literacy and book area and large physical play equipment. Children demonstrate good communication skills, particularly enjoy books and they eagerly bring their favourite titles and sit at circle time whilst staff read to them. They progress well in early writing skills and show enthusiasm whilst accessing painting activities, paper and pencils, for example, to draw pictures of their family and practise writing their names. Staff, who have attended training, carefully support children's interests by providing their favourite titles, offering to lend books to parents and by using story sacks and props, such as puppets, to encourage their participation.

The enthusiastic and warm approach from staff ensures children are provided with a good balance of adult-led and child-initiated activities in a stimulating environment. Children's behaviour is good as a result of staff's positive approach to their achievements. They adopt good personal hygiene routines when they wash their hands before they eat, but some of the bathrooms are ill equipped to ensure this is consistent. Children's dietary needs are well met and they enjoy healthy and well balanced foods. Water bottles are available for children to help themselves and a good selection of fruit and cherry tomatoes were accessed during the inspection. A secure outdoor area has been recently updated, which children can access directly, meaning that children have good opportunities for fresh air and exercise whilst they play.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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