

Sallywags Day Nursery

Inspection report for early years provision

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EY332371

Inspection date

04/12/2009

Inspector

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Setting address

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Telephone number

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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

Scallywags Day Nursery is one of several settings owned by Scallywags Childs Play Ltd. It was registered in March 2006 and is located in a purpose built building in the Warrior Park area of Seaton Carew Hartlepool. The nursery operates from Four main activity rooms within a single-storey building. Children have access to an enclosed outdoor play area as well as a conservatory. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year, except for bank holidays and a week over the Christmas period.

The nursery is registered to care for a maximum of 82 children under eight at any one time. There are currently 104 children aged from six months to under five years on roll. The setting provides a wraparound service and cares for children after school and during school holidays. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language.

There are 18 members of staff who work directly with the children, 16 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. Two members of staff are working towards the Foundation Degree in Education and Care. There are also ancillary staff employed. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress in their learning and development due to their positive interaction with staff in all areas of the nursery, the resources and activities available and their environment. Effective practice, such as careful attention to dietary needs and well organised handovers when children move rooms, ensure children's welfare needs are met. Inclusive practice is evident, with staff providing activities and resources that are accessible to all. The nursery works in partnership with parents to ensure children's individual needs are met. Evidence is available of recent improvements to the provision and effective plans for the future demonstrate a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to promote older children's independence at lunch time
- develop the use of the conservatory and outdoor area to allow children to move freely between them.

The effectiveness of leadership and management of the early years provision

The strong management team have ensured that records required for the safe and efficient implementation of the Early Years Foundation Stage (EYFS) are in place. Clear written policies and procedures are effectively implemented to ensure children's safety at all times. Systems, such as the entry intercom and CCTV, further promote children's safety. Detailed risk assessments throughout help minimize or eliminate identified hazards and daily checks ensure necessary measures are in place. Thorough recruitment, vetting and induction procedures help to protect children. Children are safeguarded because staff are confident about signs and symptoms that would cause them concern and about what action to take. A copy of the Local Safeguarding Children Board's guidance is available for all staff.

The nursery's self-evaluation is obviously ongoing and thorough and demonstrates involvement from staff and parents and accurately portrays the setting's many strengths and areas they are working to improve. Children benefit from having experienced and qualified staff who work well as a team and are effectively deployed. Staff are committed to further their professional development through training and attending courses and workshops. These include the EYFS training, behaviour management, safeguarding children and first aid. Recommendations from the last inspection have been satisfactorily addressed resulting in children's independence at snack time, and confidentiality respected should parents make a complain.

Children benefit from a well organised child-centred environment which supports their learning and development well. Each room contains a wide selection of age-appropriate resources, equipment and materials, so they explore and follow their individual interests, thus learning at their own pace. Parents are made to feel comfortable in the nursery. Parental feedback is welcomed, both verbally and through questionnaires, and suggestions are acted upon to improve practice. Parents access detailed information about the setting, particularly when children first attend, with several visits encouraged. They obtain information about their child's progress through daily discussion with key staff, daily individual diaries and at formal meetings with key persons to discuss their child's development. Parents are encouraged to add comments to assessments and about significant experiences or progress at home. Positive relationships exist with external agencies to ensure children get the necessary support to meet their individual needs. Parents express their satisfaction with the service provided and comment on staff being friendly, approachable and caring.

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

All children are very happy, confident and self-assured. They benefit from excellent positive interaction with staff, who obviously care about the children's welfare as well as providing appropriate support so that learning is well promoted. Activities

are based on previously identified interests and capabilities, due to careful observation by staff and discussion with the children and their parents. Planning ensures that each child receives an enjoyable and challenging experience across all areas of learning, with staff concentrating on objectives that are relevant to each child's next steps. Children independently access a good range of suitable well maintained toys and resources to support their progress in their learning and development. Babies feed themselves, however, older children do not have the opportunity to self-serve during meal times. Art work is displayed to support their sense of belonging and children play together, sharing resources and taking turns when necessary, for example, when playing with the skittles. Staff's emphasis on positive reinforcement and always giving an explanation helps them develop an understanding of what is expected. Overall, children's behaviour is very good, because they are well occupied in engaging activities and staff are confident about handling minor incidents that occur.

Individual folders have been introduced for all children. These include photographs of children partaking in various activities and detailed observations which are clearly linked to the areas of learning. The next steps in children's learning is clearly identified. Children thoroughly enjoy being outside or in the conservatory where they have opportunities for physical exercise. They ride bikes, climb and play skittles, however, access between the activity rooms and the conservatory and outdoor area does not allow children to move freely between them. Children, including babies have good access to information and technology resources, as they use programmable toys and giggle with delight as they hear different sounds and watch lights flash. They enjoy looking at books and sit quietly listening to stories, especially, 'The magic antlers', anticipating what comes next. They learn about recycling and nature through caring for turtles and guinea pigs within the nursery, watering and eating vegetables they have grown and visits to the local pond where they feed the ducks. Numbers begin to have meaning as the environment has lots of visual numerals for children to recognise and understand what individual digits are. Children count as they help to lay the table for lunch and when they enthusiastically join in with rhymes. Staff use genuine praise and encouragement to promote children's self-esteem and confidence and children beam with pride as they are praised for their achievements.

Promoting children's welfare is a priority for the nursery. Safety is paramount with staff ensuring children only access equipment and resources which are safe, age-appropriate and in good condition. Regular fire drills and reminders of the rules within the setting help the children develop an understanding of keeping themselves safe. Children adopt healthy lifestyles through the provision of a varied diet. From a young age children are encouraged to feed themselves and have independent access to water, which keeps them well hydrated. Regular cleaning, particularly of objects mouthed by babies and the implementation of the sick children's policy helps to protect children from the risk of cross infection.

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	2
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	2
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