

Little Scallywags Day Nursery Ltd

Inspection report for early years provision

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Inspection date

11/05/2010

Inspector

Kashma Patel

Setting address

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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*.

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Description of the setting

Little Scallywags Day Nursery Ltd was registered in 2009. The setting is privately owned and operates from a converted house in Garretts Green, Birmingham. The setting is accessed via one step. The provision is situated on two floors, with a staircase providing access to the first floor. There is an enclosed rear garden for outdoor play. The nursery is open from 07.30am to 05.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

A maximum of 35 children may attend the setting at any one time and there are currently 43 children on roll, of these, 19 children receive funding for early education, which also includes two year olds. The nursery has procedures to support children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 13 members of staff, of whom 10 have an early years qualification. Two staff are currently working towards an early years qualification at Level 3 and 6. The setting receives support from the local authority and a children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well-cared for in a safe, clean and welcoming environment. They settle well at the nursery and respond positively to staff, who listen to children and show a genuine interest in their welfare. Children enjoy a good range of adult-led and child-initiated activities and experiences, which enables children to make satisfactory progress in the six areas of learning. Partnerships with parents, carers and other professionals promotes continuity of care in an inclusive environment. Systems are developing for reflection and self-evaluation, however, these need further improvement.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage to ensure that all children's needs are met
- ensure children's privacy is promoted whilst using the bathroom and improve young children's hygiene by ensuring appropriate hand washing routines are in place before food is served
- develop further the educational programme to ensure children have opportunities for name recognition and to write for various purposes
- develop further systems to monitor and evaluate the early years provision to ensure all future priorities are identified
- improve opportunities for home-learning.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place for safeguarding children and protecting them from harm. Staff demonstrate good knowledge of the setting's safeguarding policy and talk confidently about their responsibilities with regards to protecting children. All adults working at this provision hold an appropriate Criminal Records Bureau check and evidence of this is held on the files which are available for inspection. Security within the provision is good, ensuring that children always leave with the correct adult and that unwanted visitors are restricted from entering the premises. Children learn about their own safety as they carefully walk to the enclosed garden area where they play with wheeled toys in a designated area. They take part in regular fire evacuation procedures. Consequently, they are familiar with the procedures to be followed should a real emergency occur.

The nursery has recently been reregistered and the new owners demonstrate a commitment to improvement. For example, most staff have attended training and more are booked on courses. Both the proprietor's are currently undertaking further education, such as a Level 3 qualification and the Early Years Professional Status. Systems for self-evaluation are developing, which involves comments from parents and staff. The staff team are able to identify some of their strengths and areas for further development. However, not all future priorities are identified, which impacts on children's progress in their learning and development.

Resources within the setting are effectively deployed to enable children to freely access them. Toys and equipment are presented in low-level storage containers, which are labelled with pictures for easy access. Staff have defined roles each day, which ensures that all areas of the setting are well-supervised and that children are appropriately supported. Staff ensure they attend to children's needs throughout the day, sharing roles to provide appropriate support and supervision for the children.

Partnerships with parents and carers are good. Staff provide daily verbal and written information on children's care, progress and activities when they are collected. Some systems are in place for home learning, however, this is not consistent throughout the nursery. Consequently, some parents are not fully involved in their children's learning. Positive comments were received from parents on how well their children had settled in and enjoyed their time in the nursery. The nursery works well with other agencies, such as Sure Start and the local authority.

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

Children make satisfactory progress in their learning and development. Staff are building their knowledge of the Early Years Foundation Stage and therefore some areas of the educational programme needs further development. For example, staff provide some opportunities for children to develop skills in mark-making and

name recognition, however, this needs to be further developed to ensure activities offer sufficient challenge and/or support for individual children. Staff use observations to identify the next stage in children's learning and to complete children's development records.

Children have good opportunities to develop their independence. For example, toys are stored at children's levels with pictures to enable them to access freely. At snack times children pour their own drinks and help themselves to more when required. Younger children are encouraged to feed themselves as they sit at child sized tables or in high chairs, according to their age and developmental stage. Children make good attempts to problem solve and build as they use different construction toys. For example, a group of children persevere to successfully stack several blocks to make a tower. This enables children to develop skills in negotiating as they work together. Staff extend children's learning by making suggestions to extend their play, for example, to build an ice cream van with construction toys. Children learn about numbers, colours and shapes through routines. They use compare bears to sequence with and learn sizes, such as big and small. Children develop their knowledge of the wider world as they access toys, books and resources that reflect a multi-cultural society.

Good use is made of the garden where a free-flow system operates. This enables children to make choices over their play and learning. Children learn about insects and bugs as they dig in the garden. They use magnifiers to investigate their findings and talk about how worms feel on their hands. A good range of wheeled toys, such as scooters and bikes, develop skills in balance and coordination. Children develop their understanding of technology as they access various equipment, such as tills, activity centres and the computer, where they enjoy playing matching games. They independently use the light table to look at x-rays of animals and at different colour shapes. Children use a wide range of resources and different textures, such as glitter and tissue paper to create collages with. They enjoy printing with potatoes and using their fingers, this allows children to express their ideas and feelings. Older children develop their vocabulary as they freely access a good range of books, they also enjoy having stories read to them which creates a discussion. Babies are confident to communicate by babbling and using gestures.

Children enjoy freshly prepared meals and snacks which meets their individual dietary requirements and promotes a healthy lifestyle. They freely access their water bottles during the session, which is labelled with their name. This ensures they remain well-hydrated. Menus are displayed to ensure parents are informed of their children's food intake. Some aspects of children's hygiene and privacy are not fully promoted. For example, toilet facilities do not have individual cubicles and ground floor toilets do not have a main full sized door. Consequently, this compromises children's privacy. Appropriate routines for personal hygiene are in place, however, babies do not always have their hands cleaned before food is offered to them. As a result, the risk of cross-infection is not fully minimised.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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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