

Scallywags Day Nursery

Inspection report for early years provision

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Inspection date	18/06/2010
Inspector	Patricia King

Setting address	42 Cold Overton Road, OAKHAM, Rutland, LE15 6NT
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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 opened its current ownership in 2006. It is one of two nurseries run by Nanny Tots Limited. The premises comprises of three base rooms for children, along with communal play areas. All children share access to fully enclosed outdoor play areas. It is situated in Oakham, Rutland, close to the railway station and town centre. The nursery opens Monday to Friday from 07.30am until 06.00pm all year round.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children in the early years age range may attend at any one and there are currently 88 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of staff, 13 of whom hold appropriate early years qualifications. The nursery receives support from a mentor/teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, stimulating environment is created to offer an interesting and diverse range of activities and learning opportunities indoors and outside. Staff take great care to establish all available information about each child's individual care, learning and development needs, which means they become settled, happy and confident to learn through their play. Effective partnerships with parents, local schools and other agencies are firmly established to ensure that that all children are fully provided for and they get any additional support they need. A comprehensive range of policies and procedures is in place to support the safety and welfare of children, and staff demonstrate understanding of how to use of these effectively. Some systems to evaluate the performance of the setting are in place but the information gathered is not yet used efficiently to drive improvement.

What steps need to be taken to improve provision further?

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

- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development
- improve security of the outside area accessible to children with regards to the main gate
- develop systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and drive ongoing

improvement.

The effectiveness of leadership and management of the early years provision

The provider and manager are well-qualified, experienced and have a positive vision about how to provide a quality service to children and their parents to meet their individual needs. They lead a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Thorough staff induction ensures that all adults working in the setting are fully informed and prepared for their responsibilities to work efficiently. A comprehensive and detailed range of operational policies and procedures are in place and are regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents and how to use them effectively to safeguard children and describe clearly how to take appropriate action to report any concerns they have. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. However, the main gate to the setting is not secure.

Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey. This means the nursery successfully makes all children and their families feel individual and valued. The setting has established positive partnership with others involved in the children's lives, for example, other providers and agencies. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the nursery. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the setting. All recommendations from the last inspection have been acted upon and there is growing confidence in the use of self-evaluation to recognise strengths and weaknesses. However, this information is not yet used effectively to inform and drive improvement.

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

Staff spend time getting to know the children, their likes, dislikes and preferences, which means they are fully informed and prepared to offer support or challenge where necessary for individuals. Staff have a good understanding of the Early Years Foundation Stage and understand how children learn through their play. Any frustration or distress is soothed by gentle support from staff, who are always ready to nurture children's progress or help them settle when separation from their carer is difficult. Consequently, children soon develop a sense of belonging and enter the nursery with confidence to enjoy and learn from the interesting and challenging opportunities offered each day.

Staff demonstrate good role models and help children learn by talking about the importance of a healthy diet and good self-care routines. Children are learning to be safe as they practise appropriate behaviour and skills in daily routines and activities. Children gain confidence to ask for help and support with an activity or the telling of a favourite story which they enjoy sharing and adding their own contributions. Children enjoy exploring and experimenting different textures and materials and use their imagination well in creative and child-led play. For example, they enthusiastically worked together to create a junk model of the blue whale from their story. They eagerly described the features and habitat of their whale as it grew from their imagination and construction skills. All children are encouraged and some show skill in their application of computer knowledge and understanding. Children use small tools and equipment with increasing skill as they roll, mould, and shape dough and malleable materials. Mark-making and problem solving activities abound throughout this nursery and staff make good use of spontaneous opportunities to promote children's learning. For example, they routinely count when lining up or preparing for a snack.

Children are encouraged to explore and learn about the natural world and how things grow and the world around them. They have hands on opportunities to plant and cultivate vegetable and fruit crops at the setting. They are learning to show concern and care for others as they develop friendships, help each other and raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well-promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices. Children are learning about their local community and the people who help in their lives. For example, they have visited the local museum and welcomed a visiting doctor to talk about her work. They were intrigued by the skeleton she brought to the setting.

Staff offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and learning journals. However, this information is not yet used consistently to plan for individual children's next steps.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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