



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 650124

DfES Number: 522731

### INSPECTION DETAILS

Inspection Date 10/02/2004  
Inspector Name Lynn Clements

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Scallywags Day Nursery  
Setting Address 48-54 Church Street  
Bocking  
Braintree  
Essex  
CM7 5JY

### REGISTERED PROVIDER DETAILS

Name Scallywags 328520

### ORGANISATION DETAILS

Name Scallywags  
Address 48-54 Church Street  
Bocking  
Braintree  
Essex  
CM7 5JY

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Sallywags Nursery opened in 1989. It operates from purpose built two storey building and has a single storey pre-school unit situated in the grounds. There are fully enclosed gardens available for outside play and investigation. The nursery serves the local community.

There are currently 76 funded children on role including 32 three year olds and 12 four year olds. Children attend for a variety of sessions. The setting supports a small number of children with special educational needs and has strategies in place to support children with English as an additional language.

The nursery opens five days a week from 07:00hrs - 19:00hrs throughout the year. The separate pre-school unit opens five mornings a week 09:30hrs - 12:00hrs term time only. The setting also provide an after school club which runs from 16:00 hrs - 18:30hrs five afternoons a week during term times and a fun club which runs during school holidays from 08:30hrs - 18:30hrs.

The provision is managed by a manager and two deputies all qualified to NVQ level 3. They currently employ 22 staff working directly with the children. Thirteen staff hold relevant early years childcare qualifications and 5 are currently working towards NVQ levels 2 and 3. The nursery works closely with the area Special Educational Needs Coordinator (SENCO) and receives support from the Early Years Development and Childcare Partnership advisors. (EYDCP)

### How good is the Day Care?

Sallywags nursery provides good quality care for children.

There are good staffing levels and an effective use of key workers provides children with a secure and reassuring environment. Relevant training has been accessed and most staff hold early years qualifications. The setting is warm and welcoming and resources are child accessible. Attention to visual aspects such as displays ensures a bright, friendly environment for children, families and visitors. There is a wide

range of interesting resources to extend children's learning opportunities. Record's, policies and procedures are in place. All documentation is securely stored and confidentiality is maintained.

Management ensures the staff team have a consistent approach to risk assessment and safety procedures, which keep children safe. Staff promote children's awareness of hygiene and safety through their daily routines, which include washing hands and tidying up. Dietary requirements are recognised and met and children can help themselves to drinks, further promoting their independent skills. Displays around the nursery provide children with positive images of diversity, special educational needs and gender issues. Staff actively support children with special educational needs and English as an additional language. There are effective policies in place regarding child protection however procedures require minor updating.

Children and adults relate well to each other and behaviour is good. Children are confident to approach adults and initiate conversations. They belong to key worker groups which enables staff to plan and meet their individual needs.

Partnership with parents is good. Parents and key workers share information on a regular basis. The setting provides newsletters, daily diaries, progress reports and parental notice boards. The pre-school offer open days which helps parents understand fully the experiences offered to their children on a daily basis.

#### **What has improved since the last inspection?**

At the last inspection no actions were raised

#### **What is being done well?**

- Partnership with parents is strong. Two way communications ensure children's individual needs are understood and continuity of care is provided
- Play opportunities and activities provided for children build on what they already know and extends their imagination and investigative skills
- Behaviour is good. Staff act as good role models, listening to children and helping them understand what is right and wrong, and how to take turns and share fairly

#### **What needs to be improved?**

- update the uncollected child and child protection policies to include the relevant authorities contact telephone numbers

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	update uncollected child policy to include relevant telephone numbers
13	update child protection procedure to include relevant authority telephone numbers

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Scallywags nursery is generally good. It enables children to make generally good progress towards the early learning goals with very good progress in some areas.

Teaching is generally good. Adults use their sound knowledge of how children learn through practical experiences, to plan a range of activities for children to experience. They provide an attractive environment, with well defined areas for children to engage in different activities. They work along side children to help them become confident and form good relationships. However, curriculum planning is not fully informed by assessment and staff will continue to refine these over the coming year to ensure children's individual next steps are clearly identified and linked to the stepping stones. There is a wide range of interesting resources and equipment which staff use well to support children's investigation skills. Children's behaviour is good and they respond well to the high expectations and sensitive approach used by staff.

Good strategies are in place to identify and support children with special educational needs and the nursery works closely with the area SENCO to provide additional resources as appropriate. There are good strategies in place to support children with English as an additional language to communicate and become confident and fully included in the nursery.

Leadership and management is generally good. Management has worked hard to develop a strong staff team and are committed to providing opportunities for staff development. Regular staff meetings enable staff to share ideas and information.

Partnership with parents is very good. Parents have regular opportunities to share information with staff including daily diaries, termly newsletters, parents notice boards, daily verbal feedback and open days held by the pre-school unit. Key workers maintain developmental records and photographs which are shared with parents.

### What is being done well?

- Staff have a good knowledge and understanding of how young children learn through practical experiences. They use this knowledge and understanding to provide a wide range of interesting and stimulating activities, such as constructing 3D fire engines and ambulances and providing large water trays of bubbles for children to experience. Staff encourage children to choose and initiate activities helping them to pursue their own interests
- Children are confident and articulate. They initiate conversations and are motivated to explore the wide range of activities and resources. They concentrate for long periods of time at activities of their own choosing such

as digging in the garden. They ask questions and engage in discussions with adults and peers

- Commitment to professional development is high, all staff undertake regular training and in house sessions enable staff to consolidate their understanding and continue to provide a high quality learning environment for all children

### **What needs to be improved?**

- to continue to work with their EYDCP advisor to develop the current planning and assessment procedures. This will ensure that a broader and more balanced curriculum is provided for all children to meet their individual learning needs, identifying their next steps linked to the stepping stones and focusing on child led activities and investigation
- continue to improve opportunities for children to link sounds to letters and naming and sounding letters of the alphabet. Also provide more opportunities for children to engage in writing for a purpose such as mark making equipment in role play situations

### **What has improved since the last inspection?**

At the last inspection, four key issues were raised.

To develop the planning system to give priority to the key areas of communication, language, literacy and mathematical development. The setting have focussed their planning in these areas and will continue to work with their EYDCP advisor to develop the planning system to reflect all six areas of learning providing a broad and balanced approach linked to the stepping stones and children's individual needs

To provide more opportunities overall for children to use and enjoy books, learn about sounds and letters of the alphabet, and increase awareness of writing as a means of communication. Good use of the quiet areas which are clearly defined, child accessible book cases, children can easily select story and information books. Staff continue to work with children regarding linking sounds and letters and encourage children to write their own names and provide opportunities for children to write for a purpose such as prescriptions in the role play hospital.

To provide more opportunities for children to practise counting, develop calculating skills using groups of objects and learn to use mathematical language in practical activities. Good opportunities used during the inspection for counting children at registration and cups and biscuits at snack time. Calculating skills were encouraged by staff during small group activities using compare bears adding 2 more then taking 1 away.

To ensure that staff interact with children when engaged in freely chosen activities in order to develop children's skills and challenge their thinking. Staff understand the importance of scaffolding children's learning experiences, they talk to children and listen, offering ideas and extending their imaginary games appropriately through

resources and vocabulary by using the correct names for hospital equipment in role play such as the stethoscope and syringe.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. Children are confident to initiate their own activities and conversations. They show high levels of self esteem and form good relationships with each other and with adults in the group. They are encouraged to be independent. They can select resources for themselves and learn to take care of their personal needs such as going to the toilet, washing their hands and helping themselves to drinks. Behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. Children are keen to communicate with staff and their peers. They listen to stories and join in to predict what happens next. Children understand that print carries meaning, they follow text in books with their fingers and understand that books are read from left to right and top to bottom. They are beginning to write their names and writing opportunities should be extended into the role play areas.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. Staff make good use of everyday opportunities to promote children's calculating abilities and understanding of number such as counting children at registration times when they count the children then the staff and add them together. They learn about capacity and quantities when making cakes and biscuits or playing in the sand and water. Children look at shapes and compare them to shapes around the building and gardens.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Children have regular visitors to the setting such as the fire brigade, police, vets and doctors, who help them learn about the wider world and people who help them. They celebrate festivals from around the world such as Chinese new year, they dress up, taste different food using chopsticks and try dragon dancing. They observe weather changes and talk about different seasons and local animals which hibernate.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in physical development. Children use large and small equipment to extend their fine and gross motor skills. Staff help them develop new skills such as throwing, catching and kicking footballs. Children talk about staying healthy, eating fruit and vegetables and having their injections so they don't have to visit hospital. Children learn to use straws, paintbrushes, pencils and computer mouse with increasing control and good coordination.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. Children experiment with simple songs and rhymes. They listen to music and story tapes. Children draw freely at mark making tables and use large boxes to create fire engines and ambulances with which they extend their role play and use their imagination to act out their narratives in the play hospital. They explore different textures such as dough, paints and bubbles and mud when digging in the garden.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Continue to develop the system for curriculum planning, so that plans identify how the continuous basic provision will be used to promote learning across all areas. Ensure long, medium and short term plans are related to each other and show adult roles, resources and differentiation, so that staff can make the best use of time and the activities they provide continue to help children to make progress
- Continue to develop the system for assessing children's progress, so that regular observations of what children can do and understand are used to clearly identify their next steps linked to the stepping stones. Ensure children's progress records relate to all areas of learning and cover all of the aspects in the early learning goals. Use children's assessment records including parents observations of what their children do outside the nursery, to inform curriculum planning to meet children's individual developmental needs.
- Continue to provide opportunities for children to develop their understanding of letters, linking sounds to letters and naming and sounding letters of the alphabet. Also ensure children have opportunities to explore writing for a purpose by providing mark making resources in role play areas, so they can make appointments in diaries and write prescriptions in the pretend hospital.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*