

Sallywags

Inspection report for early years provision

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Inspection date	11/10/2010
Inspector	Jennifer Devine
Setting address	Congregational Church Hall, Stainash Crescent, Staines, Middlesex, TW18 1AY
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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

Scallywags Nursery registered in 1999. It is one of two provisions owned jointly by two providers. The nursery operates from the Congregational Church Hall in Staines and serves the local community. Children have access to two rooms and a fully enclosed outdoor play area.

It is registered to care for a maximum of 30 children in the early years age range. It is open from 9am to 12.15 pm Monday to Friday, term time only. The group have a lunch club that operates on a Tuesday and Thursday until 1pm.

There are currently 45 children on roll. The setting has four children who speak English as an additional language, and currently there are no children attending with special educational needs and/or disabilities.

The nursery employs ten staff to work with the children of whom some work part-time, Six staff hold appropriate childcare qualifications. Two staff are currently studying for an early years qualification and two staff are intending to train in the future. Six members of staff hold a current first aid certificate.

The nursery is registered on the Early Years Register.

The setting receives support from an advisor from the Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and are making exceptional progress in all areas of their learning. All children are valued and respected and have their individual needs met owing to the highly dedicated, knowledgeable and totally committed staff team in place who clearly recognise the uniqueness of each child. The staff team work very well together and have a good understanding of the strengths of the setting and the areas to develop. Self-evaluation is used generally well to identify most areas for future improvements. Positive relationships with parents results in good communication and information being shared to support their learning effectively.

What steps need to be taken to improve provision further?

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

- further develop the staff teams knowledge of equality and diversity so that children are provided with an enhanced and rich environment that embraces their cultural awareness
- develop ways of including parents in the self-evaluation process so they are involved in decision making of key matters

The effectiveness of leadership and management of the early years provision

All aspects of safeguarding children are exemplary. There is a comprehensive awareness of safeguarding issues and staff are fully aware of the procedures to follow if they were concerned about child abuse. Children are safeguarded by the extensive and robust recruitment procedures which confirm all adults working with the children are suitably checked. New staff also complete a thorough induction process to ensure they are fully aware of their roles and responsibilities. Staff are very well deployed to ensure children's safety is paramount at all times. Comprehensive risk assessments of the premises and outdoor play area are conducted and reviewed regularly and this ensures children's safety is maintained. All the required documentation are maintained for the safe and efficient management of the provision.

The joint registered providers/managers clear vision and ethos for the development of the setting demonstrates a firm commitment to ongoing improvement. Staff share the joint proprietors commitment and this is reflected in their support and positive approach to working together to benefit the children.

Staff are knowledgeable about promoting an inclusive environment for all children and obtain information about each child's backgrounds and needs before they start. They have effective methods in place to support children who speak additional languages such as using picture dictionaries to help with communication. Although there are currently no children attending with special educational needs and/or disabilities there are fully effective systems in place to ensure children's needs are met.

Self-evaluation is used generally well to review practices and target areas for improvement. However, the self-evaluation does not identify equality and diversity practices and to look at how the staff team can develop their existing knowledge further to embrace cultural awareness fully into the setting.

Parents are made to feel very welcome in the nursery and the staff are always available to discuss any issues with them. Parents are kept well informed by the use of a daily diary and verbal feedback when they collect their child. Parents are encouraged to book some time every term to discuss their child's progress and see their developmental records with the key worker. Regular newsletters ensure parents are kept informed about nursery events and the notice board displaying the curriculum plans enables parents to support their child's learning at home. The nursery has asked parents to complete a questionnaire to get their views when changing the routines of the provision. However, the group are continuing to work on how parents can be more involved in the self-evaluation process for contributing their views and suggestions about the provision. The staff group have well established partnerships with other agencies to ensure children receive the support they need. Parental comments indicate that parents are very happy with the care and education provided.

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

The whole staff team have an excellent understanding of the Early Years Foundation Stage, they are extremely confident in delivering the curriculum through providing rich, varied and imaginative experiences that meets the needs of all children exceedingly well. The observation and assessment methods used are rigorous and are used effectively to guide the planning. Children flourish in this stimulating environment and consequently make very good progress in their learning and development.

Children demonstrate a strong sense of belonging; they confidently use the self-registration system on arrival, and know where to hang their coats and bags. Staff know children exceptionally well and excellent relationships are established and maintained. Children's behaviour is exemplary; they show care and concern for each other and readily share and take turns.

Staff work directly with groups of children or individually to encourage their learning. They are skilled in asking children appropriate questions to make them think and extend their vocabulary further. The exceptional organisation and arrangement of the environment both indoors and outdoors enables children to access all areas of learning during the session. The group are divided into two age groups and spend time in both play rooms and have planned time for outdoor play.

Children have access to a wide range of play materials and resources and are encouraged to make choices about their play. Children thoroughly enjoy investigating and exploring the autumn materials such as leaves, conkers, acorns and twigs. They are provided with magnifying glasses to really be able to look closely at these interesting items and are amazed at what they find. An adult supports this activity and provides time for the children to explore and develop their curiosity about the natural environment and provides lots of opportunity to make them think.

Children have superb opportunities to develop their creativity through painting and craft activities. They can choose from a variety of materials and spend long periods of time concentrating sticking pasta shapes to make a tortoise, making leaf print pictures or cutting and sticking autumn pictures of hedgehogs and leaves. Children have fantastic fun playing with the magnets and are intrigued about how they work and attract and repel against objects. They spend a long time investigating these and then test out their learning by walking around the room to find out what metals attract and what materials do not.

Children are developing their skills for the future exceptionally well as they have excellent opportunities to use the computers and are able to follow simple programmes and navigate using the mouse. Staff make time to sit with the children on an individual basis to concentrate on developing children's numeracy and literacy skills.

Although the group are unable to have free flow access to the outdoor play area due to the locality the staff team make exceptional use of the garden ensuring that activities cover all six areas of learning consistently. Children's physical skills are well promoted as they run, jump, climb and ride a variety of tricycles or bicycles with stabilizers. They enjoy lots of outdoor activities such as growing plants and learn about watering them regularly and make bird feeders, learning about protecting and looking after the wildlife.

Children are learning about developing healthy lifestyles. They are provided with a range of fruit or raw vegetables for their snack and pour their own drinks of milk or water. They are learning about the importance of good hygiene and are gently reminded to use a hand wipe before they eat their snack. Children show a strong sense of security and feel safe in the setting as the staff ensure safety is given the highest priority. They show an excellent understanding of knowing the rules of the nursery such as no running indoors and learn about evacuating the building calmly and quickly in the event of a fire, as they practice the fire drill often. They learn about how to use a range of tools and equipment safely such as scissors and know to put these back in the box when they have finished with them.

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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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