

Scallywags Childcare Centre

Inspection report for early years provision

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Inspector Anna Sketchley

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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 Childcare Centre has been registered at these premises since February 2009, and was previously registered for 20 years at different locations. It operates from purpose built single storey premises situated in the grounds of the Wey Valley School Sports College Campus, Weymouth, Dorset. The Centre has links with a primary school and special school on the same campus. Children have use of four play rooms, a sleep room, integral toilet and changing facilities for each play room, and three outside play areas. The centre is open Monday to Friday from 7.30am to 6pm all year round. Scallywags Childcare Centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Centre may care for no more than 88 children under 8 years; of these, not more than 74 may be in the early years age group, and of these, not more than 30 may be under 2 years at any one time. There are currently 172 children on roll. Of these, 127 are in the early years age range. Scallywags is registered to receive government funding for early education. They support children with learning difficulties and/or disabilities, and children for whom English is not their first language. Scallywags also cares for children over the age of eight years before and after school. The director employs an overall manager, who has a Foundation Degree in Early Years, and 29 staff, almost all of whom hold early years qualifications to Level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Scallywags Childcare Centre is an outstanding setting run by a highly skilled and effective team who ensure that individual children's needs are very well met through excellent organisation and thorough planning and assessment. Children are exceptionally safe and well cared for within excellent accommodation where they experience exciting and stimulating experiences that ensure their learning and development are excellent. Partnerships with parents and carers and links with schools on site are very well established. The Centre is in the process of responding to a request in the most recent parent/carer questionnaire for more detailed daily feedback on children's learning and development. All recommendations from the last report have been fully addressed. This, together with accurate self evaluation and the drive and ambition to continue to develop its practice, gives the Centre an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that parents and carers receive more detailed and regular feedback

about their children's learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding is a very strong feature. All procedures are extremely comprehensive and rigorously adhered to through excellent daily routines which ensure that children are kept very safe at all times. The quality of written risk assessments is high and children are fully involved in daily checks, especially of the high-quality resources that abound in all areas both indoors and outside. All adults are fully trained in first-aid and child protection and have a strong regard for children's health and welfare. An example of this is the requirement for visitors to remove their shoes when entering the baby room. Changing rooms are kept exceptionally clean and orderly, with each child having a named shelf for all daily needs. Children benefit from the excellent, purpose-built accommodation. They use resources that are of high quality, challenging but appealing, colourful and easy to handle. Healthy snacks and meals are prepared on the premises. As a result, children learn in an exceptionally safe, enjoyable, calm and healthy environment.

The setting is extremely well organised and run by the experienced director and her manager who employ a well established and mature team. There is a very high level of consistency of practice from room to room. Self evaluation is very thorough and collated into one document which accurately identifies strengths and areas for development. Monitoring systems ensure that all staff receive feedback on their practice through regular staff meetings and personal appraisal. They are supported by extensive professional training. Excellent systems are in place for planning and assessment ensuring that the needs and interests of babies, toddlers and children are very well met, and as a result, they make rapid progress. Along with photographs and 'wow' certificates from home, assessments form a 'Learning Journey' for each child. This accompanies them from room to room throughout their time at the Centre.

The Centre is fully inclusive and equal opportunities are promoted extremely well. Diversity is celebrated and discrimination not tolerated in any form. Children with special educational needs, and those for whom English is not their first language, are very well included and supported by specifically trained adults and the use of several external agencies. Excellent relationships exist with the schools who share the same site. The Centre has worked very hard to establish effective transition arrangements. There are very good links with other local primary schools and early years settings, especially through the breakfast and after-school clubs and joint-training initiatives. Parents and carers receive regular newsletters. A recent questionnaire revealed a very high level of satisfaction with the Centre although a few parents and carers asked for more detailed feedback about their children's day when picking them up. Although this was a small minority the Centre is responding to this request. Parents and carers highly value the Centre. They say that their children really enjoy their time here and are very safe and exceptionally well cared for. Parents and carers have regular opportunities to meet with staff to discuss their child's 'Learning Journey'.

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

Relationships are excellent. Great store is set by the individual welcome each child receives on arrival every morning. As a result, children are very confident and settled and behaviour in all rooms is exemplary. Children are treated warmly and with great care. In the babies' room, adults handle very young children with supreme gentleness and the calm atmosphere demonstrates the babies' strong sense of security. When showing signs of slight distress, one child was immediately attended to, distracted and shown how to play with a different toy. These very young children delight in the push-along toys to strengthen their walking and are given very stimulating sensory experiences, for example dabbling their toes in coloured sand, body painting and finding hidden objects in shredded paper. In a topic about 'Under the Sea', toddlers' interest is entirely captivated as they fish in the rock pool that had been made for them. Outside, they develop their fine motor control very well using chubby chinks to draw large pictures on the ground. They get on very well together by supporting each other in their learning, for example, illustrated by one child who looks after the chinks and happily hands them to others to use. Adults engage children in talk at every opportunity and are fully involved in their play. Children make rapid progress in their language development as they are encouraged to explain what is happening when selecting containers to pour water down tubes and catch it to use it again. Important moments in children's development are captured and noted alongside longer observations. These are carefully recorded against the early years stages of development and used to plan the next steps in their learning. The younger children's day includes a sleep time which is exceptionally well managed and organised according to individual need.

During an adult-led activity, older children demonstrate their willingness to learn, their grasp of counting beyond five and their ability to recognise numbers as they concentrate very hard whilst completing puzzles with numbered pieces. During child-chosen activities, adult involvement in children's learning is very well established through excellent questioning and intervention. The outdoor area is exceptionally well planned across all areas of learning. Children demonstrate a high level of curiosity as they learn about the world around them. They are wide-eyed as an adult opens up a broad bean pod from a plant in the children's garden. They engage fully with adults in a conversation about the bean as they gently stroke the fuzzy inside. Visits from, for example, the Fire Brigade and visits to the local supermarket, garden centre and pet shop all increase the children's awareness of themselves in relation to their local community. Wheeled toys are readily available strengthening children's physical control and they are encouraged to play energetically out of doors as much as possible. They use equipment safely and are fully aware of the needs of others. Healthy snacks, meals and lunch boxes contribute well to children's understanding of a healthy lifestyle. They talk knowledgeably about which foods are healthy and 'good for you' and know and demonstrate the importance of washing hands before meals and after using the toilet 'because of germs!'

Children are involved exceptionally well in assessing risks at the beginning of sessions by assisting adults and being helped to make judgements using photographs of, for example, an open and closed gate, broken toys and litter. In this way, together with putting toys away, they make a positive contribution to the Centre. Children are actively involved in setting out areas both indoors and outside according to their interests.

Children arrive by minibus for the after-school club from a variety of other settings. Children are exceptionally well behaved, sitting down to enjoy a healthy snack together before choosing from a wide range of activities. They are fully engaged as they cooperate and play extremely well together. Children with special educational needs and or disabilities, and those for whom English is not their first language are welcomed into the setting both by other children and by adults. This was particularly evident when one child was greeted warmly by other children and adults alike and helped to attend to personal hygiene and enjoy the healthy snack provided. The parent of a child at the early stages of learning English praised the Centre for the way in which they had searched for books in dual language and asked for phrases in the home language in order to help the child to feel fully included and at ease.

All of the many skills children learn through the exciting and stimulating activities provided for them, prepare them well for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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