

Scalliwags Pre-School

Inspection report for early years provision

Unique reference number

EY290562

Inspection date

12/10/2011

Inspector

Tina Mason

Setting address

South Ockendon Village Hall, 65 North Road, SOUTH
OCKENDON, Essex, RM15 6QH

Telephone number

07941653463

Email

julieecarter@aol.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Scalliwags Pre-School is privately owned. It opened in 1996 and has been registered under the current owner since 2004. It operates from South Ockendon Village Hall, in Essex and pre-school serves the local area. The pre-school is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9.30am until 12.30pm. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the pre-school at any one time all of whom may be on the Early Years Register. There are currently 20 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of child care staff, all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a welcoming and accessible learning environment where generally good planning ensures children make good progress in their learning and development. There are appropriate systems and procedures in place to promote most aspects of children's welfare. The pre-school demonstrates a satisfactory approach to implementing improvements within the provision which is evidenced within their ability to tackle actions and recommendations raised at their previous inspection. Staff have recently evaluated the provision and identified key strengths and areas for improvement. Each child is valued as individual and sound relationships with parents help the staff to create an inclusive atmosphere.

What steps need to be taken to improve provision further?

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

- ensure that children have access to fresh drinking water at all times
- develop the observation and assessment system to ensure children's next steps are regularly reviewed so progress is ongoing in all areas of learning
- reappraise current daily risk assessments to ensure they cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The pre-school have good systems to support the safeguarding of children. All staff working within the pre-school has undergone appropriate checks and have the required knowledge and skills to support children's learning and welfare. The staff team have a good awareness of child protection and know what action to take in the event of a safeguarding concern. In addition, they ensure children are only collected by authorised persons. This further enhances children's safety. There is a sufficient range of records, policies and procedures to support the safe management of the Early Years Foundation Stage. Children are cared for in a secure and safe environment which is supported through the daily risk assessments of the premises whereby potential hazards are highlighted and removed. However, the floor in the wheelchair/scooter accessible toilet was found to be dirty, this area is also used to change children's nappies. Each child is changed on a changing mat on the floor, but the health and hygiene needs of young children could be compromised in this area.

The pre-school team are working hard to implement improvements within the provision. For example, since their last inspection they have reviewed and updated the safeguarding children policy and they now keep an accurate record of children's hours of attendance. Therefore the outcomes for children have improved. Children benefit as staff self-evaluate the provision well and identify key strengths and areas for development, as part of continuous improvement. Children are able to play in a good physical environment, divided into different learning areas, which are well-resourced. Children have opportunities to explore their own ideas as they engage in self-initiated play. For example, children benefit from easy access to a range of resources and experiences both inside and in the garden area. The provision promotes outdoor play, thus children have regular access to the garden throughout the session.

The pre-school welcomes children from a range of backgrounds. Suitable steps are taken to ensure that children's individual needs, such as their health and dietary requirements, are met. Staff value linguistic diversity and ask families who speak English as an additional language to share basic words in their home language. This enables them to support children and help them feel at ease. The pre-school staff value working in partnership with parents and local schools. Consequently, children receive continuity of care as achievements and progress is shared. The provision respects all children as unique individuals as they gather information about them before they attend. In addition, the pre-school builds sound links with local schools to assist smooth transitions for children as they move on.

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

Children make good progress in their learning and development and have access to a good selection of resources and activities. Children are happy and enjoy attending their pre-school where they make friends. The staff have a good

knowledge of the learning and development requirements of the Early Years Foundation Stage. They readily acknowledge children's achievements with lots of praise. This is further enhanced by the use of stickers given out to praise children's accomplishments. Children have the opportunity to learn in different ways, as they choose their own activities, listen to stories as a whole group and take turns at circle time. For example, children take it in turns to take 'Fraser Bear' home and they are encouraged to talk about their time with him at circle time. This enables the children to recall past experiences. The overall system for the observation, assessment and planning for children's progress is secure throughout the pre-school. Well presented individual visual learning journals and developmental summaries record children's individual progress well. However, a small weakness in the overall process in how often the children's next steps of learning are used to inform the future planning is not fully supporting each child to their fullest potential. Children have access to outdoor play every day. Staff organise the outdoor area well to provide experiences across all areas of learning.

Children benefit from a range of activities, that help them develop skills for the future, such as, literacy, numeracy and information technology. Children enjoy making their own choices about what they want to do and play in an enabling environment. Children have access to a variety of creative resources in which all children participate. The materials and mediums provide a wide range of experiences for children. For example, children enjoy getting messy with play dough, sand and water. Construction activities enable children to be creative in their thinking and allow them to use their imagination to build and make different models. For example, children enjoy building houses and castles in the garden area. They are provided with a good selection of resources to promote this. These resources include a cement mixer, play bricks, hard hats, trowels and tape measures. They enjoy mark making through different media, such as, paint, chalks and crayons. They are offered opportunities to attempt to write and draw for different purposes. For example, they draw their own plans of the houses they are going to build, before they start building. This helps them prepare for their adult lives as they learn that writing and drawing is used in many guises. Children are provided with good opportunities to show curiosity and interest in the features of objects and living things. For example, the children enjoy looking after the pre-schools pet giant snails and they also enjoy exploring the 'wormery' in the garden.

Children and their families are warmly greeted on arrival by staff, helping foster positive relationships and a sense of belonging between everyone. Children demonstrate sound levels of confidence and self-esteem, happily playing on their own or in group situations. Their emotional needs are effectively supported throughout the day by staff who provide them with cuddles and reassurance. Children learn about the cultures and religious beliefs of the world around them as they celebrate diversity through a varied range of activities. Children's independence is generally well supported throughout the pre-school. However, they do not have the opportunity to serve themselves a drink of water as the water jug and cups are kept on a shelf too high for them to access. Children go to wash their hands before eating, many without any support from staff, and understand why this is important. Staff discuss safety issues with children so they learn to keep themselves safe and behave sensibly. For example, staff gently remind children not to run inside. Children build positive relationships and behave well in

response to the calm and consistent responses from staff. They play harmoniously together and work cooperatively at activities, as they share resources and take turns.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----