

Scallywags Nursery Limited

Inspection report for early years provision

Unique reference number

EY244298

Inspection date

14/11/2011

Inspector

Debra Davey

Setting address

Castle Lane, MELBOURNE, Derbyshire, DE73 8JB

Telephone number

01332 862188

Email

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

Scallywags Day Nursery was registered in 2003. The nursery is situated in a purpose built building in Melbourne, Derbyshire. The nursery has an enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens weekdays, 51 weeks a year. It is open from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 111 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 117 children attending who are within the early years age range. The nursery provides funded early education to 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 nursery employs 21 members of childcare staff, all of whom hold appropriate childcare qualifications to level 2 and 3. The manager holds Early Years Professional Status. The assistant manager holds qualified teacher status and Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which contributes towards ensuring that children make good progress in their learning. The needs of all children are routinely met through recognising the uniqueness of each child. In the main, procedures and practices contribute towards the safety and welfare of the children. Parental partnerships are good. Excellent partnerships are used in the wider context to promote good quality care and education and also positively contribute to the continuous self-evaluation. As a result, the nursery's capacity to maintain improvement is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with a child is obtained from parents in advance of a child being admitted to the nursery (Safeguarding and promoting children's welfare). 25/11/2011

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

- ensure the risk assessment covers anything a child may come into contact with.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. The nursery routinely verifies the identity of all visitors. Risk assessments are completed on the indoor and outdoor learning environments and outings, however, risk assessments are not in place for everything a child may come into contact with. As a result, hazards to children and adults are not always fully minimised. Behaviour within the setting is good. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed, consequently, children understand how to keep safe. Most required documentation is in place and available for inspection. However, the nursery does not obtain information from parents regarding legal contact. Robust procedures are in place to ensure that children are only collected by those identified and authorised to do so. Therefore the impact on children is minimised. The environment is welcoming and provides good opportunities for children to make choices about their own learning and play.

Staff work well as a team and are committed to improving outcomes for children. All staff are aware of their roles and responsibilities within the setting and are included in the systems to monitor and accurately evaluate the strengths and areas for improvement of the nursery. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life. Regular staff meetings provide valuable opportunities for staff to plan and share information. As a consequence, the individual needs of the children are met. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

Partnerships with parents and carers are good. The views of parents and carers and children are sought as part of the self-evaluation process which contributes towards ensuring that the needs of children are met. On induction, detailed information is obtained from parents and used effectively to determine the children's starting points. Staff dedicate time to getting to know children and their families. This is achieved through the effective implementation of the key person system and informal discussion each day. Children benefit from continuity of learning and care because the nursery has developed excellent partnerships with other providers delivering the Early Years Foundation Stage to its children. The nursery has been instrumental in founding a partnership group with other local school and settings. Regular meetings are held to discuss and exchange information regarding children's welfare and development. The children are also given opportunities to meet up regularly with each other to celebrate events, for example, at Christmas. Consequently, children's transitions and quality of welfare and development is enhanced as there is continuity of care between all providers.

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

Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Resources are purposeful and developmentally appropriate. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern.

Children enjoy being outdoors and have wonderful opportunities to take part in physical exercise. Consequently, they are beginning to understand the importance of physical activity as part of a healthy life style. They crawl through tunnels and ride trikes and bikes. Their large muscle groups are further developed as they kick a ball, working as a team to score a goal. They take part in circle games, for example the 'okey cokey', which requires them to work collaboratively and develop their skills in social situations. Sensory development is enhanced as children rummage through various materials. They are encouraged to feel the materials and broaden their literacy development as they use descriptive language to express what they feel, such as soft, glittery and shiny. They go on to make collages and use their imagination to describe what they have designed. For example 'a green river like in my grandma's garden'. Children's communication, language and literacy are further enhanced as they listen intently at story time. They are encouraged to turn the pages of the book as it is read, broadening their understanding of how to care for, and use books correctly. Children enjoy problem solving as they fill containers of water, discussing with friends which container is the largest. They work together to fill the bucket 'to the top' and then use it to water the flowers. 'They need water to grow' they call to an adult who positively acknowledges their contribution. Children are active learners and are developing their ability to be creative and think critically. They are comfortable to work independently and with each other.

Children are developing their understanding of how to be safe. For example, adults prepare snack at the table and discuss with children how to use knives safely. Children discuss water safety and that they must 'hold an adult's hand' whenever they are near open water. Therefore children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. Children are beginning to understand healthy eating as they discuss sweets and the effect they may have on their teeth. They understand that some foods should be eaten in moderation to avoid their teeth 'falling out'. Children are encouraged to take responsibility in the nursery. Staff acknowledge children's contributions by awarding stickers and give praise at every opportunity. Children develop the habits and behaviour appropriate to good learners and are active, inquisitive and independent learners.

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	1
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
--	---

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

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